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

Credit Point Value: 6 Credit Points

Prerequisites: PSYC (2014 or 2114) plus one other Intermediate Psychology Unit from PSYC (2011 or 2911 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113)

Assessment: Classwork: 50% of total mark for unit of study

Classwork marks will be composed of:

1. Systematic review part 1 (750 words, 15%), due before 4PM on Monday 14 April – week 7
2. Systematic review part 2 (1500 words, 25%), due before 4PM on Monday 26 May – week 12
3. In-class symposium presentation in week 10 tutorials (10%)
   a. 5% for 200-word abstract (due before 4PM on Monday 5 May - week 9)
   b. 5% for PowerPoint slides (or equivalent such as Prezi) (due before 4PM on Friday 16 May – week 10)

Examination (50%):
A 2 hour examination, consisting of short-answer and multiple choice questions, is worth 50% of the total marks for this unit of study.
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, psychological assessment and individual differences. Students will be exposed to a wide variety of different theoretical models 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, tutorials and assessment activities. They will be assessed in the systematic review, symposium presentations, and in the final examination.

1: Core knowledge and understanding
Display knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in personality and individual differences, as well as content knowledge relating to abnormal psychology, biological bases of behaviour, and intercultural diversity and indigenous psychology.

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment procedure</th>
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<tbody>
<tr>
<td>Individual differences in capacity and behaviour, testing and assessment, and personality</td>
<td>Systematic review (in two parts)</td>
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<td></td>
<td>Symposia Examination</td>
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<tr>
<td>Abnormal psychology</td>
<td>Examination</td>
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<tr>
<td>Biological bases of behaviour</td>
<td>Examination</td>
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<tr>
<td>Intercultural diversity and indigenous psychology</td>
<td>Not directly assessed</td>
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2: Research methods in psychology
Understand, apply and evaluate research methods in personality and individual differences, including research design, data analysis and interpretation, and the appropriate use of technologies.

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<th>Content</th>
<th>Assessment procedure</th>
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<tbody>
<tr>
<td>describe, apply and evaluate the different research methods used by psychologists</td>
<td>Examination</td>
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<tr>
<td>demonstrate practical skills in laboratory-based and other psychological research</td>
<td>Systematic review (in two parts)</td>
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<tr>
<td>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</td>
<td>Systematic review (in two parts)</td>
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**Graduate attribute 3: Critical thinking skills.**
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

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<th>Content</th>
<th>Assessment procedure</th>
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<tbody>
<tr>
<td>apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes</td>
<td>not directly assessed</td>
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<tr>
<td>question claims that arise from myth, stereotype, pseudoscience or untested assumptions</td>
<td>not directly assessed</td>
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**Graduate attribute 4: Values, research and professional ethics.**
Understand, follow and be able to evaluate ethical use of psychological tests and testing, research and the research process, and information use.

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<td>use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication)</td>
<td>Systematic review (in two parts) Symposia</td>
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**Graduate attribute 5: Communication skills.**
Communicate effectively in a variety of formats and in a variety of contexts

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<tr>
<td>write a standard research report using American Psychological Association (APA) structure and formatting conventions</td>
<td>Symposia abstract Systematic review (in two parts)</td>
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<tr>
<td>demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes</td>
<td>Symposia</td>
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**Graduate attribute 6: Learning and application of psychology.**
Learn the applications of psychology and have the ability to apply them to a variety of real-life contexts.

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<th>Content</th>
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<tr>
<td>describe major areas of applied psychology (e.g., clinical, organizational)</td>
<td>Examination</td>
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<tr>
<td>demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology</td>
<td>Systematic review (in two parts) Symposia</td>
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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:


Tutorial Readings

Most of the tutorials in this unit of study have an associated pre-reading. These will be announced throughout semester.

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.
## SYLLABUS*

<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>3</td>
<td>Revision and expansion of the Traits approach to personality</td>
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<td>Psychophysiological approaches to personality I</td>
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<td>10</td>
<td>Psychophysiological approaches to personality II</td>
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<td>Big Three VS Big Five</td>
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<td>Interpersonal theories of personality</td>
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<td></td>
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<tr>
<td>3</td>
<td>17</td>
<td>Evolutionary theories of personality</td>
<td>NT</td>
<td>ASSIGNMENT PREPARATION</td>
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<td>19</td>
<td>Personality and health</td>
<td>NT</td>
<td>Systematic Review: Concepts and Methods</td>
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<td>Personality and psychopathology</td>
<td>NT</td>
<td>Personality Processes: How traits get outside the skin</td>
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<td>Personality disorders I</td>
<td>NT</td>
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<td>NT</td>
<td>Personality and Psychopathy</td>
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<tr>
<td></td>
<td>2</td>
<td>Personality disorders III</td>
<td>NT</td>
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<tr>
<td>6</td>
<td>7</td>
<td>Review and extension of psychometric theories</td>
<td>CM</td>
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<td>9</td>
<td>Emotional intelligence as a new construct</td>
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<tr>
<td>7</td>
<td>14</td>
<td>Metacognition I</td>
<td>SJ</td>
<td>Emotional intelligence</td>
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<td>16</td>
<td>Metacognition II</td>
<td>SJ</td>
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<td>Decision making I</td>
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<tr>
<td></td>
<td>30</td>
<td>Decision making II</td>
<td>SJ</td>
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<tr>
<td>9</td>
<td>5</td>
<td>Intelligence and mental speed</td>
<td>CM</td>
<td>NO TUTORIAL</td>
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<td></td>
<td>7</td>
<td>Psychological testing: methods and pitfalls</td>
<td>CM</td>
<td>Symposium abstract due Monday 5 May</td>
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<td>10</td>
<td>12</td>
<td>Response distortion in psychological testing</td>
<td>CM</td>
<td>Symposia Presentations</td>
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<td></td>
<td>14</td>
<td>Personality, Intelligence, and interests</td>
<td>CM</td>
<td>Symposium PowerPoint slides due Friday 16 May</td>
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<td>11</td>
<td>19</td>
<td>Applications of personality and intelligence in the workplace</td>
<td>CM</td>
<td>Personality and Intelligence Tests in the Workplace</td>
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<td>Personality heredity</td>
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<td>Personality neuroscience</td>
<td>ID</td>
<td>Hands-on approach to psychological testing</td>
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<td>Texometrics- continuous and discrete approaches to individual differences</td>
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<td>Personality change- beliefs and interventions</td>
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<td>4</td>
<td>Non-traditional personality assessment approaches</td>
<td>ID</td>
<td>Personality and Heredity</td>
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### Terms

- **MID-SEMESTER BREAK**: 18-25 April
- **STUDY VACATION (STUVAC)**: 9-13 June
- **EXAM PERIOD**: 16-28 June

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*The syllabus details are for the University of Sydney's Senior Psychology 3 course for the academic year 2014.*
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


   ‘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.