



The University of Sydney

## PSYC 2014 – Personality & Differential Psychology

Unit of Study Code: PSYC2014

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**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 on personality (35% of total mark)  
Due Date: Monday August 31 (Week 6)

**B.** Minor assessment, in-class short-answer quiz (15% of total mark)  
Due Date: Week 12

**2. EXAMINATION:**

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

**TEACHING & LEARNING COMMITTEE POLICY: ALL pieces of students' written assessments are to be submitted *on-line* to ensure that plagiarism detection software can be implemented.**

**Textbook:**

(essential): Murphy, K., Davidshofer, C., Cloninger, C., Maltby, J., Day, L. & Macaskill, A. (2009). *Personality and Differential Psychology*. Frenchs Forest, NSW: Pearson Education Australia.

(recommended): Monte, C.F. & Sollod, R.N. (2003). *Beneath the Mask: An Introduction to Theories of Personality* (7<sup>th</sup> ed.). New Jersey: Wiley.

*Additional reading material will be placed on the course's WebCT page and the Fisher Reserve as necessary*

## UNIT OF STUDY DESCRIPTION

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**General description:** PSYC 2014 is made up of two conceptual components: *Theories of Personality* and *Differential Psychology*. The general aim of the Personality component is to introduce students to a number of influential theories of personality. Students will be exposed to some conceptual analysis and expected to examine critically the various theories covered. The general aim of the Differential Psychology component is to introduce the key topics in individual abilities and group differences. Students are expected to gain an understanding about the major theories of *Personality* and *Intelligence*, associated assessment and research methods, and the traditional areas of group differences.

### **Specific Graduate Attributes & Student Learning Outcomes for Personality & Differential Psychology**

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 report, essay, and in the final examination.

#### **1. Knowledge and Understanding of Personality & Differential Psychology**

Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Personality & Differential Psychology

*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 & Differential Psychology**

Understand, apply and evaluate basic research methods in Personality & Differential Psychology, 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.
- (iii) Use basic web-search, word-processing, database, email, spreadsheet, and data analysis programs.
- (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 & Differential Psychology**

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 & Differential Psychology

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 & Differential Psychology

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 & Differential Psychology

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 & Differential Psychology.
- (ii) Apply psychological concepts, theories, and research findings to solve problems in everyday life and in society.
- (iii) Understand major areas of applied Personality & Differential Psychology.
- (iv) Demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

#### 7. School of Psychology Plagiarism Policy information for Students

Plagiarism is **NOT** permitted.

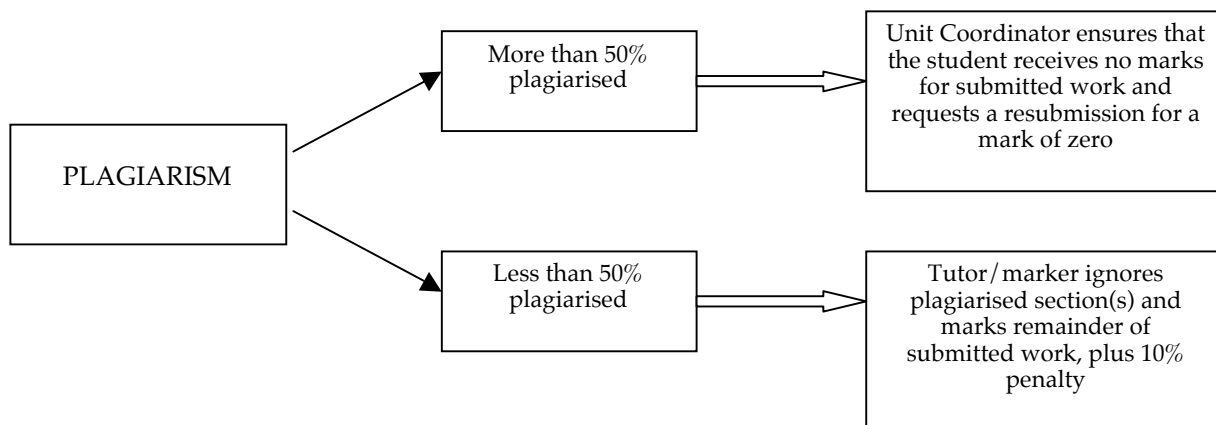
- (i) Are you sure you know what plagiarism is?

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.



**SYLLABUS**  
**Personality & Differential Psychology (PSYC2014)**

| Wk                                                             | Lecture      | Lecture topic                                                                                                                      | Tutorial                                                    | Staff       |
|----------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------|
| 1                                                              | 1 (27-July)  | Course introduction                                                                                                                | No tutorial                                                 | Tiliopoulos |
|                                                                | 2            | Psychodynamic theories I: <i>The foundations of psychoanalysis in Freud's theories of hysteria &amp; psycho-sexual development</i> |                                                             | Hibberd     |
|                                                                | 3            | Psychodynamic theories II: <i>Dreams as wish-fulfilments; recent evidence</i>                                                      |                                                             | Hibberd     |
| 2                                                              | 4 (03-Aug)   | Psychodynamic theories III: <i>Unconscious processes: first and second topographies; evidence of defence mechanisms</i>            | Psychodynamic I                                             | Hibberd     |
|                                                                | 5            | Psychodynamic theories IV: <i>The concept of drive: Intra-psychic conflict; recent evidence</i>                                    |                                                             | Hibberd     |
|                                                                | 6            | Psychodynamic theories V: <i>The roles of attachment &amp; the Oedipus complex in personality development</i>                      |                                                             | Hibberd     |
| 3                                                              | 7 (10-Aug)   | Psychodynamic theories VI: <i>Jung's analytical psychology</i>                                                                     | Psychodynamic II                                            | Hibberd     |
|                                                                | 8            | Psychodynamic theories VII: <i>Key differences between classical psychoanalysis &amp; contemporary object relations theory</i>     |                                                             | Hibberd     |
|                                                                | 9            | Psychodynamic theories VIII: <i>Recent conceptions of emotion</i>                                                                  |                                                             | Hibberd     |
| 4                                                              | 10 (17-Aug)  | Psychodynamic theories IX: <i>Recent conceptions of narcissism</i>                                                                 | Psychodynamic III                                           | Hibberd     |
|                                                                | 11           | Psychodynamic theories X: <i>Recent conceptions of the superego</i>                                                                |                                                             | Hibberd     |
|                                                                | 12           | Behavioural theories: <i>Watson &amp; Skinner</i>                                                                                  |                                                             | White       |
| 5                                                              | 13 (24-Aug)  | Social cognitive theory: <i>Bandura</i>                                                                                            | Behavioural/<br>Cognitive                                   | White       |
|                                                                | 14           | Humanistic theories: <i>Maslow &amp; Rogers</i>                                                                                    |                                                             | White       |
|                                                                | 15           | Differential Psychology: <i>Applied Individual Differences</i>                                                                     |                                                             | Tiliopoulos |
| 6                                                              | 16 (31-Aug)  | Personality & Intelligence assessment I: <i>Tests &amp; Measurements</i>                                                           | Humanistic/<br>Existential                                  | Tiliopoulos |
|                                                                | 17           | Personality & Intelligence assessment II: <i>Basic concepts in measurement</i>                                                     |                                                             | Tiliopoulos |
|                                                                | 18           | Personality & Intelligence assessment III: <i>Validity &amp; reliability I</i>                                                     |                                                             | Tiliopoulos |
| 7                                                              | 19 (07-Sept) | Personality & Intelligence assessment IV: <i>Validity &amp; Reliability II</i>                                                     | A psychometric<br>assessment of<br><i>freedom of speech</i> | Tiliopoulos |
|                                                                | 20           | Personality & Intelligence assessment V: <i>Factor Analysis I</i>                                                                  |                                                             | Tiliopoulos |
|                                                                | 21           | Personality & Intelligence assessment VI: <i>Factor Analysis II</i>                                                                |                                                             | Tiliopoulos |
| 8                                                              | 22 (14-Sept) | Personality & Intelligence assessment VII: <i>Putting it all together</i>                                                          | "Love me tender":<br>A factor-analytic<br>example           | Tiliopoulos |
|                                                                | 23           | Traits theories of personality: <i>Introduction</i>                                                                                |                                                             | Tiliopoulos |
|                                                                | 24           | Humanistic traits theories: <i>Allport</i>                                                                                         |                                                             | Tiliopoulos |
| 9                                                              | 25 (21-Sept) | The lexical approach to personality traits I: <i>Cattell &amp; the 16PF</i>                                                        | Trading on<br>Traits                                        | Tiliopoulos |
|                                                                | 26           | The lexical approach to personality traits II: <i>The Big-5, Part I</i>                                                            |                                                             | Tiliopoulos |
|                                                                | 27           | The lexical approach to personality traits III: <i>The Big-5, Part II</i>                                                          |                                                             | Tiliopoulos |
| <i>Study Vacation: Monday 28 September to Friday 2 October</i> |              |                                                                                                                                    |                                                             |             |
| 10                                                             | (05-Oct)     | <b>Public Holiday (Labour Day)- No lecture / tutorial</b>                                                                          | The Flynn<br>Effect                                         | -           |
|                                                                | 28           | Introduction to the theories of Intelligence                                                                                       |                                                             | MacCann     |
|                                                                | 29           | Approaches and issues in measuring intelligence                                                                                    |                                                             | MacCann     |
| 11                                                             | 30 (12-Oct)  | Heritability of intelligence                                                                                                       | Practical<br>Intelligence                                   | MacCann     |
|                                                                | 31           | Group differences in intelligence                                                                                                  |                                                             | MacCann     |
|                                                                | 32           | Emotional Intelligence                                                                                                             |                                                             | MacCann     |
| 12                                                             | 33 (19-Oct)  | Knowledge & Intelligence                                                                                                           | 2 <sup>nd</sup> assessment                                  | MacCann     |
|                                                                | 34           | Differential theories of expertise I                                                                                               |                                                             | Loh         |
|                                                                | 35           | Differential theories of expertise II                                                                                              |                                                             | Loh         |
| 13                                                             | 36 (26-Oct)  | Personality & intelligence in applied settings I                                                                                   | Creative<br>Intelligence                                    | Loh         |
|                                                                | 37           | Personality & intelligence in applied settings II                                                                                  |                                                             | Loh         |
|                                                                | 38           | <i>Summary &amp; course revision</i>                                                                                               |                                                             | TBA         |

**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 WebCT page or in the Fisher reserve.