

## COURSE OUTLINE

<b>Course Code</b>	HP2500
<b>Course Title</b>	Introduction to Personality and Individual Differences
<b>Pre-requisites</b>	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research
<b>No of AUs</b>	3

### Course Aims

This course is an introductory level survey of classic and fundamental theories in the psychology field of personality and individual differences. The course will focus on some key (and core) theories and perspectives in the field of personality and individual differences, such as the trait and motive perspectives, the biological perspective, the socio-cognitive and the socio-learning perspective, and applications of personality and considerations for using individual difference research in different applications, such as in therapy, for assessment purposes, and in understanding gender and cultural differences.

### Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Explain the definition of personality, as understood by personality psychologists
2. List down three levels of analysis from which psychologists can study personality
3. List the key perspectives in the field of personality psychology
4. Describe the different methods of assessing personality constructs and study designs for researching personality and the criteria for evaluating merits of these methods (using reliability and validity)
5. Summarize the theoretical perspective behind the dispositional approach to personality psychology
6. Identify and explain the major constructs, theorists, and theories in the dispositional perspective (i.e., traits, Big Five traits, motives, Eysenck, Cattell, Murray, McClelland, etc.) Understand the principle behind the biological perspective of personality
7. Describe the major constructs, theorists, and theories in the biological perspective (i.e., Extroversion, BIS/BAS, Grey, Eysenck, impulsivity, sensation seeking testosterone, twin studies, gender differences, etc.)
8. List down the strengths and weaknesses of various biological models of personality
9. Explain how classical and operant conditioning principles can be used to describe how personality and individual differences develop
10. Explain how classical and operant conditioning and social learning principles can be used to change personality
11. Identify and explain the classic psychosocial, socio-cognitive, and cognitive

<p>constructs, theorists, and theories that lead to differences in personality and ways of thinking and behaving (i.e., schemas, attributions, culture and social cognition theories, Erikson, Ainsworth and strange situation tests, attachment styles, Bartholomew and Horowitz, etc.)</p> <p>12. Identify and describe the classic constructs, theorists, and theories in the self-actualization and self-determination perspective (e.g. self-actualization, self-determination, Maslow, Rogers, conditions of self-worth, etc.)</p> <p>13. Discuss the underlying principle of the self-determination and the self-actualization approach to personality</p> <p>14. Apply each one of the major constructs and perspectives to analyzing the personality of a real-life subject</p> <p>15. Identify ways of assessing each of the major constructs</p>
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**Course Content**

<ol style="list-style-type: none"> <li>1. What is personality psychology?</li> <li>2. Methods in the study of personality</li> <li>3. Issues in personality assessment</li> <li>4. The trait perspective</li> <li>5. The motive perspective</li> <li>6. Biological processes and personality</li> <li>7. Movie screening: "Zelig"</li> <li>8. Psychosocial theories</li> <li>9. The learning perspective</li> <li>10. The cognitive perspective</li> </ol>
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**Formative feedback**

<p>You will receive summative feedback on your recall of key material and on your ability to describe and apply key material during the midterms and the end of semester examination. You will also receive feedback on your understanding of key concepts and on their ability to integrate these concepts in the group presentation.</p>
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**Learning and Teaching approach**

<b>Approach</b>	<b>How does this approach support students in achieving the learning outcomes?</b>
Face to face lecture	The lecture explains in-depth the key concepts and content that the students need to learn, thus addressing learning outcomes 1-15
Face to face tutorial	The tutorial allows students to have group discussions and activities about the content that was explained in the lecture, thus addressing learning outcomes 1-15.
Group project	The group project allows students to integrate the content learnt in lecture and tutorial into an application (analyzing personality of a real-life person), thus addressing learning outcome 14.

### **Reading and References**

Perspectives on Personality, eBook Edition, 8/E Charles S. Carver & Michael F. Scheier

### **Course Policies and Student Responsibilities**

#### **(1) General**

Students are expected to complete all assigned pre-class readings and activities, attend all lectures and tutorials punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for course sessions they have missed. Students are expected to participate in all lecture and tutorial discussions and activities.

#### **(2) Absenteeism**

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

#### **(3) Group presentation**

You are required to communicate and work with your group mates on the presentation. A group feedback form will be given to all group members to assess their groupmates' anonymously. If there is any evidence of social loafing or disagreement, there may be mediation by the course instructor.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

<b>Planned Weekly Schedule</b>			
<b>Week</b>	<b>Topic</b>	<b>Course LO</b>	<b>Readings/ Activities</b>
1	Topic 1: What is personality psychology?	1-3	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
2	Topic 2: Methods in the study of personality  Tutorial session 1	4	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
3	Topic 3: Issues in personality assessment	4, 15	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
4	Topic 4: The trait perspective  Tutorial session 2	5,6	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
5	Midterm Quiz 1	1-6	
6	Topic 5: The motive perspective	5,6	<i>Perspectives on Personality</i> , Pearson New

	Tutorial session 3		International Edition, 7/E Charles S. Carver & Michael F. Scheier
7	Topic 6: Psychosocial theories	11	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
8	Topic 7: Biological processes and personality  Tutorial session 4 (group presentations during the tutorial)	7,8, 14	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
9	Topic 8: The learning perspective	9,10	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
10	Topic 9: Self- actualization and self-determination  Tutorial session 5 (group presentations during the tutorial)	12,13, 14	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
11	Midterm quiz 2	5-13	

12	Topic 10: The cognitive perspective  Tutorial session 6 (group presentations during the tutorial)	11, 14	<i>Perspectives on Personality</i> , Pearson New International Edition, 7/E Charles S. Carver & Michael F. Scheier
13	End of semester review of material	1-14	End of semester review of material

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Continuous Assessment 1 (CA1): Group presentation	14	Competence, Communication, creativity, character	20%	Individual (16%) Team (4%)
2. CA2: Midterm quizzes	1-13, 15	Competence	20%	Individual
3. CA3: Online quizzes	1-13, 15	Competence	10%	Individual
4. Final examination	1-13, 15	Competence	50%	Individual
Total			100%	