

**City University of Hong Kong**  
**Course Syllabus**  
offered by **Department of Social and Behavioural Sciences**  
with effect from **Semester A 2018/19**

---

---

**Part I Course Overview**

<b>Course Title:</b>	Personality and Individual Differences
<b>Course Code:</b>	SS2712
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3 credits
<b>Level:</b>	B2
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	SS1101 Basic Psychology or its equivalent
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	SS3709 Personality and Individual Differences
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to develop students' abilities in analyzing and systematically evaluating various personality theories, constructs and measurements to explain individual differences in personality development. It also aims to promote their appreciation of the influences of culture in personality development and assessment through designing research studies.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand personality theories and assessment methods;	30%	√		
2.	Apply relevant theoretical concepts and principles for understanding individual differences in personality development;	20%	√		
3.	Analyze the role of culture in personality development and assessment; and	20%	√	√	
4.	Systematically evaluate personality theories and assessment methods.	30%	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures will introduce key concepts, theories, and issues of personality theories and assessment. It will also apply theoretical concepts to understand personality development through analyzing real-life examples.	√	√	√	√			
Demonstration	Demonstration via videotapes and CD-Rom will be given to illustrate the key points delivered in class. Emphasis will be given to sharing or reflection on personal experiences of personality development in the Chinese society.	√	√	√	√			
Case study	Students will be required to conduct a case study to understand personality development in the Chinese society.	√	√	√	√			
Class Discussion	Classroom discussions will be organized on the topics covered in lectures/demonstration to promote their application of theoretical concepts to everyday experiences.	√	√	√	√			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Individual report	√	√	√	√			30%	
Quizzes	√	√		√			70%	
							100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual report	This assessment aims to apply scientific personality assessment tools to understand a person's personality characteristics and to identify factors affecting personality development.	Demonstration of an excellent ability to measure one's personality characteristics through sensitive use of assessment tools. An outstanding ability to systematically evaluate the influential factors of personality development.	Showing a good ability to utilize personality assessment tools to measure one's personality characteristics, and to identify relevant factors influencing personality development.	Showing a limited ability to apply personality assessment tools. The paper is largely descriptive without much systematic analysis.	Limited knowledge in personality assessment and poor understanding of the theoretical models.	Inability to conduct personality assessment and to explain personality development.
2. Quizzes	The quizzes are designed to assess knowledge of theories and concepts of personality.	Excellent grasp of teaching materials and extensive knowledge of personality theories.	Reasonable understanding of theoretical concepts of personality.	A basic understanding of concepts of personality.	Limited familiarity with concepts of personality.	Little evidence of familiarity with concepts of personality.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Major theories of personality and assessment, scope and theories about personality development and individual differences, methods of investigation and assessment, measurement of personality traits, primary trait factors, the problem of persons versus situations, cultural differences, influences of cultural values, and distinctive features of Chinese personality.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Carver, C. S., & Scheier, M. F. (2014). <i>Perspectives on Personality</i> (7 <sup>th</sup> ed.). USA: Pearson.
----	---

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. <i>Personality and Social Psychology Review</i> , 11, 150-166.
2.	Benet-Martinez, V., & Oishi, S. (2008). Culture and personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of Personality: Theory and Research</i> (pp. 542-567). New York: The Guilford Press.
3.	Bond, M. H. (Ed.). (2010). <i>Oxford handbook of Chinese psychology</i> . Oxford: Oxford University Press.
4.	Chen, S. X., Benet-Martinez, V., & Bond, M. H. (2008). Bicultural identity, bilingualism, and psychological adjustment in multicultural societies: Immigration-based and globalization-based acculturation. <i>Journal of Personality</i> , 76, 803-837.
5.	Gagne, M., & Deci, E. L. (2005). Self-determination theory and work motivation. <i>Journal of Organizational Behavior</i> , 26, 331-362.
6.	Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “big” personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. <i>Psychological Bulletin</i> , 136, 768-821.
7.	McCrae, R. R., Terracciano, A., & 78 Members of the Personality Profiles of Cultures Project (2005). Universal features of personality traits from the observer’s perspective: Data from 50 cultures. <i>Journal of Personality and Social Psychology</i> , 88, 547-561.
8.	Parks-Leduc, L., Feldman, G., & Bardi, A. (2015). Personality traits and personal values: A meta-analysis. <i>Personality and Social Psychology Review</i> , 19, 3-29.
9.	Scakett, P. R., & Walmsley, P. T. (2014). Which personality attributes are most important in the workplace? <i>Perspectives on Psychological Science</i> , 9, 538-551.