

SS2712: PERSONALITY AND INDIVIDUAL DIFFERENCES

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Personality and Individual Differences

Subject Code

SS - Social and Behavioural Sciences

Course Number

2712

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 or SS2023

Precursors

Nil

Equivalent Courses

SS3709

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Describe personality theories and assessment methods.	30	x		
2	Critically evaluate personality theories and assessment methods.	30	x	x	x
3	Apply relevant theoretical concepts and principles for understanding individual differences in personality development.	20	x		
4	Analyze the role of culture in personality development and assessment.	20	x	x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lecture activities for introducing key concepts, theories, and issues of personality theories and assessment. In lectures, students will analyze real-life examples for understanding the theoretical basis of personality development and complete personality tests to experience the application of key concepts.	1, 2, 3, 4	

2	Class Discussion	Students will engage in discussions on the topics covered in lectures to promote their application of theoretical concepts to personal experiences.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Quizzes	1, 2, 3	70
2	Individual report	1, 2, 3, 4	30

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Individual report

Criterion

This assessment aims to apply scientific personality assessment tools to understand a person's personality characteristics and to identify factors affecting personality development.

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

Showing a good ability to utilize personality assessment tools to measure one's personality characteristics, and to identify relevant factors influencing personality development.

Fair (C+, C, C-)

Showing a limited ability to apply personality assessment tools. The paper is largely descriptive without much systematic analysis.

Marginal (D)

Limited knowledge in personality assessment and poor understanding of the theoretical models.

Failure (F)

Inability to conduct personality assessment and to explain personality development.

Assessment Task

2. Quizzes

Criterion

The quizzes are designed to assess knowledge of theories and concepts of personality.

Excellent (A+, A, A-)

Excellent grasp of teaching materials and extensive knowledge of personality theories.

Good (B+, B, B-)

Reasonable understanding of theoretical concepts of personality.

Fair (C+, C, C-)

A basic understanding of concepts of personality.

Marginal (D)

Limited familiarity with concepts of personality.

Failure (F)

Little evidence of familiarity with concepts of personality.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Carver, C. S., & Scheier, M. F. (2013). <i>Perspectives on Personality: Pearson New International Edition</i> (7th ed.). UK: Pearson.

Additional Readings

Title	
1	Cheung, F. M., Leung, K., Zhang, J. X., Sun, H. F., Gan, Y. Q., Song W. Z., & Xie, D. (2001). Indigenous Chinese personality construct: Is the Five Factor Model complete? <i>Journal of Cross-Cultural Psychology</i> , 32, 407-433.
2	Chen, S. X., & Bond, M. H. (2010). Two languages, two personalities? Examining language effects on the expression of personality in a bilingual context. <i>Personality and Social Psychology Bulletin</i> , 36, 1514-1528.
3	Mezquita, L., Bravo, A.J., Morizon, J., Pilatti, A., Pearson, M.R., Ibanez, M.I., Ortet, G., and Cross-cultural addition studu team (2019). Cross-cultural examination of the big five personality trait short questionnaire: Measurement invariance testing and associations with mental health. <i>PLOS One</i> , 14(12), e0226223.
4	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.
5	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.
6	Bond, M. H. (2010). <i>Oxford handbook of Chinese psychology</i> . Hong Kong: Oxford University Press.
7	Briley, D. A., & Tucker-Drob, E. M. (2014). Genetic and environmental continuity in personality development: A meta-analysis. <i>Psychological Bulletin</i> , 140, 1303-1331.
8	Church, A. T. (2016). Personality traits across cultures. <i>Current Opinion in Psychology</i> , 8, 22-30.
9	Corr, P. J., & Matthews, G. (2009). <i>The Cambridge handbook of personality psychology</i> . United Kingdom: Cambridge University Press.
10	Kandler, C. (2012). Nature and nurture in personality development: The case of neuroticism and extraversion. <i>Current Directions in Psychological Science</i> , 21, 290-296.

11	McCrae, R. R., Costa, P. T., Stendorf, F., Angleitner, A., Hrebickova, M., Avia M. D., ... & Smith, P. B. (2000). Nature over nurture: Temperament, Personality, and life span development. <i>Journal of Personality and Social Psychology</i> , 78, 173-186.
12	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