

## Subject Description Form

<b>Subject Code</b>	APSS325																	
<b>Subject Title</b>	Psychology of Personality																	
<b>Credit Value</b>	3																	
<b>Level</b>	3																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS111/APSS1A07 Introduction to Psychology																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Term Paper</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">2. Quiz</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">3. Seminar Presentation and participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40 %	--	2. Quiz	30 %	--	3. Seminar Presentation and participation	10 %	20%	0% Examination	--	--
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<b>Objectives</b>	This subject aims to introduce students to the psychology of personality, one of the most basic and important branches of psychology. Students will be able to describe and explain the origins of personality, its development and change through studying in lectures and seminar discussions a number of classic and well-received theories of personality, and on this basis, students will also be able to acquire more self-understanding which will lead to more personal growth and development.																	
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> <li>a. know the major personality theories, analysing their philosophical background, assumptions of human beings and methodology used;</li> <li>b. explore specific personal / social / psychological issues in relation to tenets derived from these theories;</li> <li>c. appreciate the influences of culture on the study and application of personality theories.</li> </ol>																	

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. The major models of human <ol style="list-style-type: none"> <li>a. Historical and philosophical background of a selected number of personality theories</li> <li>b. The exposition of the theoretical tenets of each of the theories such as <ol style="list-style-type: none"> <li>i) Psychoanalytic perspective</li> <li>ii) Learning and Social Learning perspective</li> <li>iii) Humanistic perspective</li> <li>iv) Cognitive perspective</li> <li>v) Bio-sociological perspective</li> </ol> </li> </ol> </li> <li>2. Analysis of assumptions of each of the abovementioned perspectives</li> <li>3. Understanding the methodology employed by psychologists in their knowledge building</li> <li>4. Cultural issues in studying Chinese personality</li> </ol>																																														
<b>Teaching/Learning Methodology</b>	<p>Two major teaching and learning strategies are used to achieve different learning objectives. Lectures are useful for disseminating knowledge on personality theories and findings of empirical personality research. Students also learn through presentation on a specific topic and peer discussion in seminars, and their understanding of the subject can be continuously monitored in seminar participation.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="427 1093 1453 1630"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>30 %</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Seminar Presentation and participation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar is a useful forum to assess students' knowledge of psychological theories, and their ability to apply theories to real-life issues and examine culture-related matters arising from theory and practice. Similarly, writing up an individual paper can also address learning outcomes concerning theory and real life integration. Quiz on the other hand is a direct way to assess students' knowledge and level of understanding of theories and research methods.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Term Paper	40 %	✓	✓	✓				2. Quiz	30 %	✓						3. Seminar Presentation and participation	30 %	✓	✓	✓				Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:		
	▪ Lecture	27	Hrs.
	▪ Seminar	12	Hrs.
	Other student study effort:		
	▪ Seminar presentation, essay writing, reading	78	Hrs.
	Total student study effort	117	Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Engler, B. (2014). <i>Personality theories: An introduction</i> (9<sup>th</sup> ed.). Wadsworth.  McMartin, J. (2017). <i>Personality psychology : a student-centered approach</i> (2nd ed.). Los Angeles : SAGE Publications, Inc.  OpenStax College. (2014). Psychology. Houston, TX: OpenStax CNX. Retrieved from <a href="https://open.umn.edu/opentextbooks/textbooks/psychology">https://open.umn.edu/opentextbooks/textbooks/psychology</a></p> <p><b><u>Supplementary</u></b></p> <p>Bond, M. H. (2010). <i>The Oxford handbook of Chinese psychology</i>. Oxford: Oxford University Press.  Brennan, J. F. (2002). <i>History and systems of psychology</i> (6<sup>th</sup> ed.). Englewood Cliffs, N. J.: Prentice Hall.  Diener, E., Biswas-Diener. (Eds.) (2017). Introduction to Psychology: The Full Noba Collection. Noba textbook series: Psychology. Champaign, IL: DEF publishers. DOI: <a href="http://noba.to/d95jpv7">http://noba.to/d95jpv7</a>  Fransella, F. (Ed.) (2005). <i>The Essential Practitioner's Handbook of Personal Construct Psychology</i>. Chichester: Wiley.  Hampson, S. E. (2000). <i>Advances in personality psychology</i>. East Sussex: Psychology Press.  Ryckman, R.M. (2012). <i>Theories of personality</i> (9<sup>th</sup> ed.). Belmont, CA: Wadsworth.  Schultz, D. P., &amp; Schultz, S. E. (2016). <i>Theories of personality</i> (9<sup>th</sup> ed.). Belmont, Calif: Wadsworth.  Skinner, B. F. (1971). <i>Beyond freedom and dignity</i>. New York: Knopf.</p>		