

Subject Description Form

Subject Code	APSS325																	
Subject Title	Psychology of Personality																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS111/APSS1A07 Introduction to Psychology																	
Assessment Methods	<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/Participation</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>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40 %	--	2. Quiz/Participation	30 %	--	3. Seminar Presentation and participation	10 %	20%	0% Examination	--	--
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<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 																		
Objectives	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.																	
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. know the major personality theories, analysing their philosophical background, assumptions of human beings and methodology used; b. explore specific personal / social / psychological issues in relation to tenets derived from these theories; c. appreciate the influences of culture on the study and application of 																	

	personality theories.																																																				
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The major models of human <ol style="list-style-type: none"> a. Historical and philosophical background of a selected number of personality theories b. The exposition of the theoretical tenets of each of the theories such as <ol style="list-style-type: none"> i) Psychoanalytic perspective ii) Learning and Social Learning perspective iii) Humanistic perspective iv) Cognitive perspective v) Bio-sociological perspective 2. Analysis of assumptions of each of the abovementioned perspectives 3. Understanding the methodology employed by psychologists in their knowledge building 4. Cultural issues in studying Chinese personality 																																																				
Teaching/Learning Methodology	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.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="427 1261 1453 1800"> <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/Participation</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></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="427 1821 1473 1890">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="427 1910 1473 2018">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</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/Participation	30 %	✓						3. Seminar Presentation and participation	30 %	✓	✓	✓				Total	100 %						
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	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.	
Student Study Effort Expected	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.
Reading List and References	<p><u>Essential</u></p> <p>Engler, B. (2014). <i>Personality theories: An introduction</i> (9th 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 https://open.umn.edu/opentextbooks/textbooks/psychology</p> <p><u>Supplementary</u></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> (6th 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: http://noba.to/d95jpv7 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> (9th ed.). Belmont, CA: Wadsworth. Schultz, D. P., & Schultz, S. E. (2016). <i>Theories of personality</i> (9th ed.). Belmont, Calif: Wadsworth. Skinner, B. F. (1971). <i>Beyond freedom and dignity</i>. New York: Knopf.</p>	