

SS5757: PERSONALITY THEORIES AND ASSESSMENT

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Personality Theories and Assessment

Subject Code

SS - Social and Behavioural Sciences

Course Number

5757

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

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

- 1) MSSPSY Students : Nil
- 2) MSSC Students: Nil
- 3) Non-MSSPSY Students : SS1101 Basic Psychology I or its equivalent

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to familiarize students with basic concepts of personality development and assessment. Major themes of the course include scope and theories about personality development and individual differences, purposes and methods of personality assessment, cross-cultural perspectives on personality, and empirical studies about Chinese personality. It also aims to enhance students' ability to critically evaluate personality theories and assessment methods.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and apply the fundamental issues, concepts, and theories of personality development and personality assessment;	50	x	x	x
2	Critically evaluate personality theories and assessment methods;	30	x	x	x
3	Analyze the role of culture in personality development; and	10	x	x	x
4	Apply relevant concepts & principles of this course to understanding of the self and others.	10	x	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	Lectures will introduce the key concepts, theories, and issues about personality theories and assessment. Students will be encouraged to be critical in understanding theories and empirical findings	1, 2, 3, 4	2 hr/wk
2	Demonstration	Demonstration via videos will be given to illustrate the key points delivered in class. Emphasis will be given to reflection on cultural influences on personality development	1, 2, 3, 4	1/2 hr/wk

3	Class Discussion	Small group discussions will be organized around the topics covered in lectures. Students will be encouraged to raise questions during discussion	1, 2	1/2 hr/wk
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Term Paper	1, 2, 3, 4	40	
2	AT2: Quizzes	1, 2, 3, 4	60	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Term Paper (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstration of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Excellent

(A+, A, A-) Strong evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Good

(B+, B, B-) Good evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Fair

(C+, C, C-) Moderate evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Marginal

(D) Limited evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Failure

(F) Insufficient evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Assessment Task

Quizzes (60%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstration of the knowledge in personality theories and assessment.

Excellent

(A+, A, A-) Strong evidence of knowledge in personality theories and assessment

Good

(B+, B, B-) Good evidence of knowledge in personality theories and assessment

Fair

(C+, C, C-) Moderate evidence of knowledge in personality theories and assessment

Marginal

(D) Limited evidence of knowledge in personality theories and assessment

Failure

(F) Insufficient evidence of knowledge in personality theories and assessment

Assessment Task

Term Paper (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstration of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Excellent

(A+, A, A-) Strong evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Good

(B+, B) Good evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Marginal

(B-, C+, C) Fair evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Failure

(F) Insufficient evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.

Assessment Task

Quizzes (60%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstration of the knowledge in personality theories and assessment.

Excellent

(A+, A, A-) Strong evidence of knowledge in personality theories and assessment

Good

(B+, B) Good evidence of knowledge in personality theories and assessment

Marginal

(B-, C+, C) Fair evidence of knowledge in personality theories and assessment

Failure

(F) Insufficient evidence of knowledge in personality theories and assessment

Part III Other Information**Keyword Syllabus**

Scope and major theories about personality development and individual differences, including psychoanalytic, psychosocial, behavioural, humanistic socio-cognitive, and trait perspectives; personality assessment and measures, influences of cultural values, and distinctive features of Chinese personality.

Reading List**Compulsory Readings**

Title	
1	Carver, C. S., & Scheier M. F. (2014). Perspectives on personality: Pearson New International Edition (7th ed.). UK: Pearson.

Additional Readings

Title	
1	"Bond, M. H. (2010). Oxford handbook of Chinese psychology. Hong Kong: Oxford University Press. Briley, D. A., & Tucker-Drob, E. M. (2014). Genetic and environmental continuity in personality development: A meta-analysis. Psychological Bulletin, 140, 1303-1331. Chen, S. X., & Bond, M. H. (2010). Two languages, two personalities? Examining language effects on the expression of personality in a bilingual context. Personality and Social Psychology Bulletin, 36, 1514-1528. 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? Journal of Cross-Cultural Psychology, 32, 407-433. Church, A. T. (2016). Personality traits across cultures. Current Opinion in Psychology, 8, 22-30. Corr, P. J., & Matthews, G. (2009). The Cambridge handbook of personality psychology. United Kingdom: Cambridge University Press. Kandler, C. (2012). Nature and nurture in personality development: The case of neuroticism and extraversion. Current Directions in Psychological Science, 21, 290-296. Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking "big" personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. Psychological Bulletin, 136, 768-821. 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. Journal of Personality and Social Psychology, 78, 173-186. Parks-Leduc, L., Feldman, G., & Bardi, A. (2015). Personality traits and personal values: A meta-analysis. Personality and Social Psychology Review, 19, 3-29"