

**City University of Hong Kong**  
**Course Syllabus**

offered by College/School/Department of  Social and Behavioural Sciences   
with effect from Semester  A  2022   /23

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**Part I Course Overview**

<b>Course Title:</b>	<u>Personality Theories and Assessment</u>
<b>Course Code:</b>	<u>SS5757</u>
<b>Course Duration:</b>	<u>1 Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>1) MSSPSY Students : NIL 2) MSSC Students: NIL 3) Non-MSSPSY Students : SS1101 Basic Psychology I or its equivalent</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>Nil</u>

## Part II Course Details

### 1. 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.

### 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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and apply the fundamental issues, concepts, and theories of personality development and personality assessment;	50%	√	√	√
2.	Critically evaluate personality theories and assessment methods;	30%	√	√	√
3.	Analyze the role of culture in personality development; and	10%	√	√	√
4.	Apply relevant concepts & principles of this course to understanding of the self and others.	10%	√	√	√
		100%			

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 the key concepts, theories, and issues about personality theories and assessment. Students will be encouraged to be critical in understanding theories and empirical findings	✓	✓	✓	✓			2 hr/wk
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 hr/wk
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 hr/wk

### 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> %						
<u>AT1: Term Paper</u>	✓	✓	✓	✓	40%	
<u>AT2: Quizzes</u>	✓	✓	✓	✓	60%	
					100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Term Paper (40%)	Demonstration of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Strong evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Good evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Fair evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Insufficient evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.
2. Quizzes (60%)	Demonstration of the knowledge in personality theories and assessment.	Strong evidence of knowledge in personality theories and assessment	Good evidence of knowledge in personality theories and assessment	Fair evidence of knowledge in personality theories and assessment	Insufficient evidence of knowledge in personality theories and assessment

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term Paper (40%)	Demonstration of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Strong evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Good evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Moderate evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Limited evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.	Insufficient evidence of the abilities to apply personality assessment tools and theories, and critically evaluate the factors influencing personality development.
2. Quizzes (60%)	Demonstration of the knowledge in personality theories and assessment.	Strong evidence of knowledge in personality	Good evidence of knowledge in personality theories	Moderate evidence of knowledge in personality	Limited evidence of knowledge in personality	Insufficient evidence of knowledge in

		theories and assessment	and assessment	theories and assessment	theories and assessment	personality theories and assessment
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### 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.)

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.

#### 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: Pearson New International Edition</i> (7 <sup>th</sup> ed.). UK: Pearson.
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##### 2.2 Additional Readings

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

- 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