City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2024 /25

Part I   Course Overview

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

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. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No. 1	2	3	4			Hours/week (if applicable)
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. 1	2	3	4	Weighting	Remarks
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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

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 theories and assessment	Good evidence of knowledge in personality theories and assessment	Moderate evidence of knowledge in personality theories and assessment	Limited evidence of knowledge in personality theories and assessment	Insufficient evidence of knowledge in personality theories and assessment

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

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

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). *Perspectives on personality: Pearson New International Edition* (7th ed.). UK: Pearson.

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