



# PSY 336

## Personality

S2 Day 2014

*Psychology*

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## General Information

Unit convenor and teaching staff

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C3A 406

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Credit points

3

Prerequisites

6cp at 200 level including PSY234(P)

Corequisites

PSY222 or PSY248

Co-badged status

## Unit description

This unit considers theories and contemporary research addressing both shared features of personality and unique constellations and attributes. We evaluate the adequacy of self-report measures (and their alternatives) in capturing personality. We look at what underpins personality from the start and shapes its development, as well as the joys and costs of the dynamic system of adaption it represents. Special emphasis is given to the way that early deficits in the experience of emotion and attachment to others can have knock-on consequences for the development of empathy and morality (illustrated by exploring personality styles like narcissism, Machiavellianism and psychopathy). The ways in which people deceive themselves and deceive others are addressed, as well as why they might do this. Forms of personality change are explored with a view to promoting change as well as assessing it. Towards the end of the unit we pan out to consider more social and cultural influences on personality addressing the role of memory, narrative and audience uptake on personality. Separate seminar strands permit specialisation in research issues according to student interests.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.

Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.

Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.

Write an essay that synthesises a body of material and argues for an original position.

Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group

Acquire enough background knowledge to direct further studies in the area.

Learn how to communicate effectively during group discussions in seminars.

## Assessment Tasks

Name	Weighting	Due
<a href="#">10-point Summary</a>	15%	September 5

Name	Weighting	Due
Essay	35%	October 24
Exam	20%	Formal Examination Period
Exam	15%	Formal exam period
Exam	15%	Formal Examination Period

## 10-point Summary

Due: **September 5**

Weighting: **15%**

A small 10-point summary of major points describing and evaluating an article or issue covered in your seminar strand. You can submit this to your seminar leader before your essay submission if you wish to use it as an essay plan. This exercise is to get you to practise achieving logical flow to the points you make in an essay, exam or verbal presentation. It is also explicitly teaching you how to approach the short-answer section of your end of year exam.

On successful completion you will be able to:

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.
- Learn how to communicate effectively during group discussions in seminars.

## Essay

Due: **October 24**

Weighting: **35%**

Essays are set by seminar leaders and are related to the readings covered in seminars.

On successful completion you will be able to:

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to

everyday life, research and the working world.

- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.

## Exam

Due: **Formal Examination Period**

Weighting: **20%**

You select one option from a choice of three.

On successful completion you will be able to:

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.

## Exam

Due: **Formal exam period**

Weighting: **15%**

Students are to describe and discuss as many points relevant to the short answer question.

Students choose one option from a possible three topics.

On successful completion you will be able to:

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.

## Exam

Due: **Formal Examination Period**

Weighting: **15%**

These conceptual questions address the scope of the student's knowledge.

On successful completion you will be able to:

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.

## Delivery and Resources

**Lectures:** Tuesday 2-4pm in X5B T1

There are 13 lectures of two hours duration. They are uploaded to the web for streaming or downloading.

**Seminars:** A formal roll is taken in seminars. Seminars **begin in week 3** (Giselle Bill's seminars will begin in week 4). In each seminar strand there are 6 classes, and they last for 2 hours (so we can show films). Each seminar leader offers a different series of seminar topics based on their personal research expertise. SO the seminar strand that Student One allocates students to will not necessarily be the one students will go to. In this course, students can choose which seminar strand to attend based on interests and what times possible for that person.

Start	Day	Duration	Location
11am	Monday	2 hours	W6B 350
2pm	Monday	2 hours	E6A 131
4pm	Monday	2 hours	E6A_131
9am	Tuesday	2 hours	W5A 101
4pm	Tuesday	2 hours	X5B 143
6pm	Tuesday	2 hours	X5B 138
12:00	Friday	2 hours	E5A 170
15:00	Friday	2 hours	E5A 170

## Unit Schedule

Date	Lecturer	Topic

1. August 5	Dr Andrew Geeves	Seminar Allocation. <b>Describing Personality:</b> Personality Traits
2. August 12	Andrew	<b>Describing Personality:</b> Nomothetic and Idiographic approaches: using traits to profile groups and profile a single individual
3. August 19	Andrew	<b>Describing Personality:</b> Personality and music performance: the idiographic approach in action
4. August 26	Dr Simon Boag	<b>Describing Personality:</b> Unconscious processes
5. September 2 <b>Ten point summary due</b>	Andrew	<b>Development of personality:</b> The influence of the past on personality: remembering, repeating and working through
6. September 9	Andrew	<b>Development of personality:</b> The estranged familiar: deceiving others, deceiving ourselves
7. September 16	Andrew	<b>Development of personality:</b> Strong City: the allure and dangers of charisma
Break- Sept 20		
October 5		
8. October 7	Doris	Assessing Personality
9. October 14	Wes Tan	Mentalising and sense of self
10. October 21 <b>Essay Due</b>	Doris	Emotion & Memory: The consequences for spontaneity & sense of self
11. October 28	Dr Celia Harris	Memory & self
12. November 4	Doris	A nested sense of self: narcissism, machiavellianism & psychopathy
13. November 11	Doris	Can personality change? Exam preparation.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.



## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.
- Learn how to communicate effectively during group discussions in seminars.

#### Assessment tasks

- 10-point Summary
- Essay
- Exam
- Exam
- Exam

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcomes

- Acquire enough background knowledge to direct further studies in the area.
- Learn how to communicate effectively during group discussions in seminars.

## Assessment tasks

- 10-point Summary
- Essay

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Acquire enough background knowledge to direct further studies in the area.

## Assessment tasks

- 10-point Summary
- Essay
- Exam
- Exam
- Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.

## Assessment tasks

- 10-point Summary
- Essay
- Exam
- Exam
- Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Acquire enough background knowledge to direct further studies in the area.

## Assessment tasks

- 10-point Summary
- Essay

- Exam
- Exam
- Exam

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.
- Learn how to communicate effectively during group discussions in seminars.

### Assessment tasks

- 10-point Summary
- Essay
- Exam
- Exam
- Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Learn how to read critically, to take your own stance on an array of issues in writing and in discussion with your peers.
- Write an essay that synthesises a body of material and argues for an original position.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Learn how to communicate effectively during group discussions in seminars.

## Assessment tasks

- 10-point Summary
- Essay
- Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Gain a basic insight into central issues in contemporary personality research in terms of theory, psychometric and developmental issues.
- Learn of the variety of approaches to the study of personality, and their relevance to everyday life, research and the working world.
- Develop research skills and undertake an independent seminar research project, which may be developed either individually or in a small group
- Acquire enough background knowledge to direct further studies in the area.

## Assessment tasks

- 10-point Summary
- Essay
- Exam
- Exam
- Exam

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### **Learning outcome**

- Acquire enough background knowledge to direct further studies in the area.

### **Assessment tasks**

- 10-point Summary
- Essay