City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/2019

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, MSSC & MSSPSYED Students : NIL 2) Other programme students: SS2023 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 will familiarize students with the 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, features of Chinese personality, and empirical studies about Chinese personality. It will try to enhance students' ability to critically review what they learn in class.

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;	50%	√	√	√
2.	Describe and apply the fundamental issues, methods, and theories of personality assessment;	30%	√	√	√
3.	Describe and apply the basic constructs and theories for Chinese personality; and	10%	√	√	√
4.	Describe and 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 in Chinese society. Students will be encouraged to be critical in understanding theories and findings presented in teaching	✓	✓	✓	✓			2 hr/wk
Demonstration	Demonstration via videotapes, VCD, CD-Rom will be given to illustrate the key points delivered in class. Emphasis will be placed on sharing of personal experiences of personality development in Chinese society	✓	✓	✓	✓			1/2 hr/wk
Class Discussion	Classroom discussions will be organized around the topics covered in lectures/demonstration. 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: 60 %						
AT1: Term Paper: A free-title 2000-2500 word term paper requires students to critically discuss and evaluate a given issue/topic of personality development and assessment in Hong Kong/Chinese society. Higher marks will be given to those papers which demonstrate originality and innovativeness in writing the term papers.	√	√	√	√	60%	
Examination: 40% (duration: 3 hours , if applicable)						
AT2: Final Examination : One 3-hour examination will be given at the end of	√	√	√	√	40%	

the semester to assess students' overall learning throughout the semester. The questions are so designed that they will reflect students' ability in understanding, applying, and synthesising the theories and concepts that are taught in the course.					
				100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Term Paper (60%)	Demonstration for self-directed learning to understand the major concepts of learned materials	strong	sufficient	moderate	basic	poor
2. Final Examination (40%)	Demonstration for self-directed learning to understand the major concepts of learned materials	strong	sufficient	moderate	basic	poor

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   **Keyword Syllabus**

Scope and theories about personality development and individual differences, including psychoanalytic approach, behavioural approach, phenomenological approach, socio-cognitive approach, and the trait approach; personality assessment and measures, Chinese personality development and assessment.

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.	Cervone, D., & Pervin, L. A. (2014). Personality Psychology (12th ed.). New York: Wiley & Sons.

2.2   Additional Readings

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

Recommended texts:

1.	Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
2.	Aiken, L. R. (1993). Personality Theories, Research and Applications. New Jersey: Prentice Hall.
3.	Allen, B. P. (1994). Personality Theories. Boston: Allyn and Bacon. Bond, M. H. (Ed.). (1996). Handbook of Chinese Psychology. Hong Kong: Oxford University Press.
4.	Bond, M. H. (Ed.). (1996). Handbook of Chinese Psychology. Hong Kong: Oxford University Press.
5.	Buss, D. M. (1991). Evolutionary personality psychology. Annual Review of Psychology, 42, pp. 459-451.
6.	Butcher, J. N. (Ed.). (1995). Clinical Personality Assessment: Practical Approaches. New York: Oxford University Press.
7.	Eysenck, H. J. (1985). Personality and Individual Differences: A Natural Science Approach. New York: Plenum Press.
8.	Hergenhahn, B. R. (1994). An Introduction to Theories of Personality. New Jersey: Prentice Hall.
9.	Kline, P. (1993). Personality: The Psychometric View. London: Routledge.
10.	Murphy, K. R., & Davidshofer, C. (1998). Psychological Testing: Principles and Applications (4th ed.). New Jersey: Prentice-Hall.
11.	Yang, K. S. (1993). Chinese social orientation: An integrative analysis. In L. Y. C. Cheng, F. M. C. Cheung, & C. N. Chen (Eds.), Psychotherapy for the Chinese (pp. 19-56). Hong Kong: Department of Psychiatry, Chinese University of Hong Kong.
12.	Sun, C. T. (2008). Themes in Chinese Psychology. Australia: Cengage Learning.
13.	Yue, X. D., & Ng, S. H. (1999). Filial obligations and expectations in China: Current views from young and old people in Beijing. Asian Journal of Social Psychology, 2,

	215-226.
14.	楊中芳《如何研究中國人：心理學本土化論文集》，臺北市：桂冠圖書公司 1997 年出版。
15.	楊國樞主編《中國人的人際心態》，臺北市：國立台灣大學心理學系本土心理學研究室 1996 年出版。
16.	岳曉東 《歷史名人的心理分析》，香港：商務印書館 2009 年出版。
17.	岳曉東 《三国人物的心理分析》，香港：商務印書館 2010 年出版。
18.	岳曉東 《登天的感觉——哈佛大学心理咨商的故事》，书泉出版社 2007 年出版。
19.	岳曉東 《追星與粉絲》，香港：香港香港城市大學出版社 2008 年出版。
20.	岳曉東 《做個 A+青少年》，香港：香港城市大學出版社 2008 年出版。