Description: Individual Differences

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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>PSY</td>
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<td>ONC</td>
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Academic Group: FOSCI
Academic Org: FOS005
HECS Band: 1
ASCED Code: 090701

STAFFING
Examiner: Lorelle Burton
Moderator: Gerard Fogarty

PRE-REQUISITES
Pre-requisite: USQ69202 or PSY2020 and USQ69204 or PSY2040 and PSY2100

RATIONALE
The field of individual differences is concerned with ways that people differ psychologically and how these variations might be conceptualised and measured. This course is designed to provide students with an understanding and appreciation of individual differences in functions that are central to human nature, such as personality, intelligence, interests, attitudes, and values. An appreciation of these functions will help to explain the diversity of human behaviour across settings such as education, industry, and life in general.

SYNOPSIS
This course is designed to cover the main theoretical approaches to the study of individual differences and to critically examine research findings in this area. The focus of the course is on developing an integrated picture of the whole person through understanding of the major facets of human nature and how these work together to shape behaviour. Subject matter covered includes theories of personality, intelligence, interests, and values. Apart from covering the theoretical bases for each of these constructs, the course will challenge the student to think about how our views of constructs such as intelligence and personality can influence social policy.
OBJECTIVES

On completion of this course, students will be able to:

- understand current and recurring issues in the measurement and assessment of personality and intelligence;
- outline and contrast theories of personality;
- critically evaluate the research literature in personality theory;
- appreciate the different ways to measure individual differences in interests, attitudes, values, and cognitive styles;
- outline and contrast theories of intelligence;
- critically evaluate contemporary research in intelligence;
- appreciate methodological aspects in the study of intelligence;
- understand the main findings in studies examining the relationships between personality and intelligence;
- debate issues related to the study of gender, ageing, and ethnic and racial differences;
- appreciate future trends in the study of personality and intelligence; and
- apply the style and format requirements outlined in the latest edition of the Publication Manual of the American Psychological Association (APA).

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>2. Individual differences in personality: Historical foundations - Nature of personality - Defining personality - Consistency in behaviour - Traits - Personality taxonomies - Theoretical perspectives - Methods of personality assessment - Objective measures of personality (16PF, CPI) - Projective tests of personality - Hans Eysenck's biological typology - Extraversion versus Emotional Stability (Neuroticism) - Introverts versus extraverts - Ascending reticular activating system (ARAS) - Behavioural approach system (BAS) - Behavioural inhibition system (BIS) - Sensation seeking - Hormones and personality</td>
<td>15.00</td>
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structure - Social-emotional intelligence and personality - Self-report personality inventories - Situation versus trait debate - Stability and change in personality


7. Relationships between personality and intelligence - Intelligence as a dimension of personality - Measurement of personality and intelligence - Psychometric versus experimental approaches - Intelligence and antisocial behaviour - Correlates of intelligence - Cognitive abilities, social behaviour, and personality - Field dependence, intelligence, and personality - Meta-analytic studies - Relationship between personality and cognitive abilities - Interests and cognitive abilities - Negative affect and intelligence - Coping, adjustment, stress, and intelligence - Social intelligence

8. The role of the environment and genetics in personality and intelligence - Defining heritability - Methodological issues in the study of genetics and environmental influences - Types of genetic and environmental influences - Results of twin, family, and adoption studies - Implications of research on genetic and environmental influences - Group differences in personality and intelligence - Gender differences - Cultural factors - Socio-economic status

9. Personality and intelligence in education and organisations - Intelligence and education - Intelligence, social class, and education - Intelligence and continued education - Giftedness and mental retardation - Public policy and intelligence - Personality and therapy - Effectiveness of therapy - Personality
and health - Personality and intelligence in vocational settings - Personnel selection

**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

*PSY3040 Individual Differences, Pearson Custombook,*

PSY3040 Individual Differences (Pearson Custombook).


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS

ACTIVITY                      HOURS
Assessment                    30
Examinations                  3
Lectures                      24
Private Study                 97
Tutorial                      12

ASSESSMENT DETAILS

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
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<tr>
<td>ESSAY ON PERSONALITY SECTION</td>
<td>25.00</td>
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<td>02 Sep 2002</td>
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<tr>
<td>ESSAY ON INTELLIGENCE SECTION</td>
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<td>PT A (M/C) 2.5HR REST EXAM</td>
<td>60.00</td>
<td>20.00</td>
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<td>PTB (S/A) 2.5HR REST EXAM</td>
<td>30.00</td>
<td>30.00</td>
<td>Y</td>
<td>END S2</td>
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NOTES:

3. Examination dates will be available during the Semester. Please refer to the examination timetable when published.
4. Examination dates will be available during the Semester. Please refer to the examination timetable when published.

OTHER REQUIREMENTS

1. It is the student's responsibility to participate actively in all classes scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2. To be assured of a pass in this course, students must complete all elements of assessment and obtain a mark of at least 50% overall.

3. Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details.

4. Students will be granted a deferred examination only if they perform satisfactorily in all other assessment items. Any deferred examinations for this course will be held during the examination period at the end of the semester of the next offering of this course.

5. The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. Students must retain a copy of each item
submitted for assessment. This must be produced within five days if required by the Examiner. In accordance with the University’s Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, the Distance Education Student Guide and the Faculty of Sciences’ Orientation Handbook for new on-campus students. All students are advised to study and follow the guidelines associated with this policy. You do not need to request an extension from the Examiner if you submit your assignment within one week of the due date. Assignments submitted more than one week after the due date, without an extension approved by the Examiner, will attract a penalty of 20 percent of the assigned mark for each day (or part thereof) that the assignment is late. Extensions will usually not be granted for workload reasons unless it can be shown that your work commitments prior to the due date for the assignment were above and beyond your normal duties or responsibilities. In such cases, a letter from your employer would be required. If you think you have grounds for an extension, you must apply in advance. A covering letter and appropriate documentation must be submitted with the assignment. No assignments will be accepted after marked copies have been returned to students.

6 Students should be aware that the University has policies and regulations (Regulation 5.6.2.2) about the use of unfair means and electronic devices in an examination and they should refer to them to determine whether or not actions they intend to take are acceptable to the University. Restricted Examination: Students will be allowed access only to specific materials in a restricted examination. With the approval of the Examiner, students from non-English speaking backgrounds may take an appropriate non-electronic translation dictionary into the examination. This will be subject to perusal and may be removed from the candidate’s possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage. A list of the materials candidates may access in the restricted examination will be on the frontispiece of the examination paper.

7 As there are resources cited in the Study Materials that are available on the World Wide Web, and a discussion group that will be used throughout the course, it is highly recommended that students undertaking this course have access to computer and Internet facilities which will enable them to participate fully in the course.