Description: Individual Differences

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>3040</td>
<td>34460</td>
<td>2, 2004</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBE</td>
</tr>
</tbody>
</table>

Academic group: FOSCI
Academic org: FOS005
Student contribution band: 1
ASCED code: 090701

STAFFING
Examiner: Lorelle Burton
Moderator: Gerry Fogarty

OTHER-REQUISITES
Recommended Pre-requisite: PSY2110 and PSY2100 and PSY3010

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:
1. understand current and recurring issues in the measurement and assessment of personality and intelligence;
2. outline and contrast theories of personality;
3. critically evaluate the research literature in personality theory;
4. appreciate the different ways to measure individual differences in interests, attitudes, values and cognitive styles;
5. outline and contrast theories of intelligence;
6. critically evaluate contemporary research in intelligence;
7. appreciate methodological aspects in the study of intelligence;
8. understand the main findings in studies examining the relationships between personality and intelligence;
9. debate issues related to the study of gender, ageing, and ethnic and racial differences;
10. appreciate future trends in the study of personality and intelligence; and
11. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. An introduction to individual differences in personality and intelligence: - Correlational research - Factor analysis</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Historical foundations of personality theory: - Nature of personality - Methods of personality assessment - Eysenck's biological typology</td>
<td>12.50</td>
</tr>
<tr>
<td>3. Theories of personality: - Trait psychology - Murray's motives - Big five factors - Issues in the study of personality</td>
<td>12.50</td>
</tr>
<tr>
<td>4. Interests, attitudes, values, and cognitive styles: - Interests and values - Attitudes and opinions - Cognitive styles</td>
<td>10.00</td>
</tr>
<tr>
<td>5. Historical foundations of intelligence theory - Nature of Intelligence - Intelligence testing - Early theories of intelligence</td>
<td>12.50</td>
</tr>
<tr>
<td>7. Relationships between personality and intelligence - Intelligence as a deminison of personality - Correlates of intelligence - Education, interests, intelligence, and personality</td>
<td>10.00</td>
</tr>
<tr>
<td>8. The role of the environment and genetics in personality and intelligence - Heritability - Group differences - Test bias</td>
<td>10.00</td>
</tr>
<tr>
<td>9. Personality and intelligence in education and organisations - Intelligence and education - Personality and therapy - Applications of personality and intelligence tests</td>
<td>10.00</td>
</tr>
</tbody>
</table>
TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).

PSY3040 Individual Differences (Pearson Custombook) - Set of three books.

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.

Ackerman, PL, Kyllonen, PC & Roberts, RD 1999, Learning and individual differences: process, trait and content determinants, American Psychological Association, Washington, DC.
Cattell, RB 1941, Some theoretical issues in adult intelligence testing, Psychological Bulletin, Vol 38, p592.
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>30.00</td>
</tr>
<tr>
<td>Examinations</td>
<td>3.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>133.00</td>
</tr>
<tr>
<td>Residential Schools</td>
<td>8.00</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSAY ON PERSONALITY SECTION</td>
<td>25.00</td>
<td>25.00</td>
<td>30 Aug 2004</td>
</tr>
<tr>
<td>ESSAY ON INTELLIGENCE SECTION</td>
<td>25.00</td>
<td>25.00</td>
<td>04 Oct 2004</td>
</tr>
<tr>
<td>PT A (M/C) 3HR REST EXAM</td>
<td>60.00</td>
<td>20.00</td>
<td>END S2 (see note 1)</td>
</tr>
<tr>
<td>PTB (S/A) 3HR REST EXAM</td>
<td>30.00</td>
<td>30.00</td>
<td>END S2 (see note 2)</td>
</tr>
</tbody>
</table>

NOTES:

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

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   It is the student's responsibility 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. Requirements for students to complete each assessment item satisfactorily:
   To complete the examination satisfactorily, students must obtain at least 50% of the marks available for the examination.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a pass in this course, students must obtain an overall mark of at least 50%, complete all assessment items, and satisfactorily complete the exam.

5. Method used to combine assessment results to attain final grade:
Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment details and by considering the students' level of achievement of the objectives of the course.

6 Examination information:
In a Restricted Examination, candidates are allowed access to specific materials during the examination. The only materials that candidates may use in the restricted examination for this course are: writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination); calculators which cannot hold textual information (students must indicate on their examination paper the make and model of any calculator(s) they use during the examination; English translation dictionaries (but not technical dictionaries); Formula sheets; Translation dictionary. With the Examiner's approval, candidates may, take an appropriate non-electronic translation dictionary into the examination. This will be subject to perusal and, if it is found to contain annotations or markings that could give the candidate an unfair advantage, it may be removed from the candidate's possession until the appropriate disciplinary action is completed.

7 Examination period when Deferred/Supplementary examinations will be held:
Students who, for medical family/personal, or employment-related reasons, are unable to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. 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.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

9 The due date for an assignment is the date by which a student must despatch an 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.

10 As there are resources cited in the Study Materials that are available of the World Wide Web, and a discussion group that will be used throughout the course, students undertaking this course will require access to email and Internet access to USQConnect to enable them to participate fully in the course.

11 The examiner may grant an extension of the due date of an assignment in extenuating circumstances. 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.

12 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.

13 Students will be granted a deferred examination only if they perform satisfactorily in all other assessment items.