



PSYC12013 *Personality*

Term 1 - 2017

Profile information current as at 13/12/2025 04:00 pm

All details in this unit profile for PSYC12013 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces major perspectives of studying personality, including psychoanalytic, humanistic, cognitive, dispositional, and behavioural. Representative theories within each approach will be discussed with the consideration of both theory and application. Apart from requiring students to familiarise with theoretical materials and research findings regarding personality studies, this unit also encourages students to look at their own personality and tries to interest student by exploring the practical applications of the theories to several issues relevant to people's daily lives. The approach adopted in this unit towards the study of various theories is experiential and involves personal reflections. It is a requirement of enrolment in the unit that students have access to the CQU World Wide Web site via the Internet.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

PSYC 11008 and PSYC11009

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**

Weighting: 5%

2. **Written Assessment**

Weighting: 30%

3. **Online Quiz(zes)**

Weighting: 25%

4. **Examination**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback, lecturer reflection

Feedback

Consider switching the essay to a rubric based grading system with specific weightings on each element of the marking criteria.

Recommendation

Look to implement this in the next offering

Action

A formal rubric was not implemented in term 1 2017 partly because enrolment numbers necessitated the employment of a marking assistant. This required some training and it was thought that trying to introduce a rubric at this stage may have the potential to cause confusion.

Feedback from Student feedback

Feedback

Consider making the discussion forum assessment worth more than 5%. This will offer more incentive to compete the assessment item.

Recommendation

Consider implementing this in the next offering

Action

The weighting was not changed for this assessment but the guidelines were made less formal in terms of APA style and referencing etc. This less formal approach seemed to increase participation in particular the interaction amongst students in long threads where the material was discussed and stories shared.

Unit Learning Outcomes

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

1. distinguish the study of personality as a psychology discipline from the talk of personality as an everyday common sense
2. identify basic issues in contemporary personality research
3. recognise six major domains of knowledge about personality functioning outlined in the text
4. understand significant ideas and themes of major theories within each domains in the textbook covered by the unit
5. display certain critical thinking skills in evaluating, comparing and applying various theories
6. have an appreciation of the importance of the contextual factors in personality cultivation and development, including environmental and cultural influences and their implications for personal growth

This unit is to introduce the field of human personality as a branch of scientific study within psychology through the study of representative personality theories applied to major domains of personality studies.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Group Discussion - 5%	•	•	•	•	•	•
2 - Written Assessment - 30%	•	•		•	•	
3 - Examination - 40%	•	•	•	•	•	
4 - Online Quiz(zes) - 25%	•	•	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication			•		•	•
2 - Problem Solving	•		•		•	
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•	•
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence						•
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 5%	•	•	•	•		•				
2 - Written Assessment - 30%	•	•	•	•						
3 - Examination - 40%		•	•							
4 - Online Quiz(zes) - 25%		•	•							

Textbooks and Resources

Textbooks

PSYC12013

Prescribed

Personality Theories

Edition: 9th (2014)

Authors: Engler, B.

Cengage

Belmont , CA , USA

ISBN: 978-1-285-08880-8

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Peter Carlsen Unit Coordinator

p.carlsen@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction; Sigmund Freud and Psychoanalysis	1 & 2	Organisation / Plan; Join in the Discussion Forum.

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Carl Gustav Jung and Analytic Psychology	3	Response to this week's Discussion Forum

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Alfred Adler, Harry Stack Sullivan and Individual/Interpsychic Psychology	4	Response to this week's Discussion Forum

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Karen Horney, Erik Fromm and Humanistic Psychoanalysis Social Psychology

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Response to this week's Discussion Forum

Week 5 - 03 Apr 2017

Module/Topic

Chapter

Events and Submissions/Topic

Anna Freud, Erick Erikson, Dan McAdams and Ego Analytic Psychology

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Response to this week's Discussion Forum

Vacation Week - 10 Apr 2017

Module/Topic

Chapter

Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic

Chapter

Events and Submissions/Topic

Human Relations: Object Relations Theory, The Stone Centre Group

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Response to this week's Discussion Forum

Week 7 - 24 Apr 2017

Module/Topic

Chapter

Events and Submissions/Topic

Experimental Analysis of Behaviour: John Dollard, Neal Mill & B. F. Skinner

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Online mid-term exam from the material assigned for the first 6 weeks
Response to this week's Discussion Forum

Week 8 - 01 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Social Learning Theories: Albert Bandura, Jullian Rotter and Walter Mischel

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Response to this week's Discussion Forum

Written Essay Due: Week 8 Tuesday (2 May 2017) 1:00 pm AEST

Week 9 - 08 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Humanism: Abraham Maslow & Carl Rogers

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Response to this week's Discussion Forum

Week 10 - 15 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Existential Psychoanalysis: Rollo May

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Response to this week's Discussion Forum

Week 11 - 22 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Cognitive behavioural Theories: Albert Ellis, Aaron Beck, Arnold Lazarus

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Response to this week's Discussion Forum

Week 12 - 29 May 2017

Module/Topic

Chapter

Events and Submissions/Topic

Eastern Theories: Zen Buddhism, Yoga and the Hindu Tradition

17 & Conclusion
Additional reading on the Hindu tradition will be available on the Moodle Course page.

Review/Exam Week - 05 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

Final Exam

Assessment Tasks

1 On Line Forum Contributions

Assessment Type

Group Discussion

Task Description

Due Date: Sunday of each week by 11:55pm (weeks 1-12)

Weighting: 5%

Length: Approximately 100 to 200 words per contribution

Objectives: Contributions to discussion forums are aimed to facilitate virtual interactions among students and enable students to demonstrate learning outcomes and experience personal growth within a different domain. This assessment item relates to all learning outcomes

Task

Every student is required to participate in the course weekly discussion forum. Ten genuine contributions to twelve different weekly topics is expected. In general, there will be one discussion topic each week which will be posted in the weekly topic area on Moodle. The content of your contribution is expected to be around that topic. It is expected that students contribute to the discussion forums by providing meaningful thoughts, constructive critique, helpful answers, or suggestions, and other relevant information in relation to the weekly topic and/or fellow students' messages and/or by starting other worthy threads in relation to the topic of personality. It is up to the student to give thought to the topic or responses of others and contribute something meaningful to the discussion. Therefore the word limit of about 100 to 200 words is just a guideline. Proper references should be given in your discussion where it is relevant and applicable.

Assessment Due Date

Sunday of each week by 11:55pm

Return Date to Students

To be graded within 1-2 weeks of the due date.

Weighting

5%

Assessment Criteria**CRITERIA:**

Forum posts will be marked on a Pass/Fail basis where 1 = pass and 0= fail.

It is expected that student posts will be

1. Relevant
2. Display an attempt to understand the topic
3. Display an attempt at critical reflection
4. Attempt to facilitate further discussion
5. Be submitted on time. Late submissions will NOT be graded

Marks for the 10 assessable contributions a student has posted during the term will be added and the final mark out of 10 will be converted to a weighted mark out of 5%.

Final weighted marks will be assigned at the end of Review Week. For this assessment task there will be twelve (12) topics, of which students must make an assessable contribution to ten(10). Hence, no extensions will be granted for any reason for this assessment item.

For a detailed criteria sheet please see the course website on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Post on the relevant Forums

Learning Outcomes Assessed

- distinguish the study of personality as a psychology discipline from the talk of personality as an everyday common sense
- identify basic issues in contemporary personality research
- recognise six major domains of knowledge about personality functioning outlined in the text
- understand significant ideas and themes of major theories within each domains in the textbook covered by the unit
- display certain critical thinking skills in evaluating, comparing and applying various theories
- have an appreciation of the importance of the contextual factors in personality cultivation and development, including environmental and cultural influences and their implications for personal growth

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

2 Written Essay

Assessment Type

Written Assessment

Task Description

Assessment Details

Assessment Item 1 : Essay

Due Date: Check the below due date

Weighting: 30%

Length: 1500- 2500 words

Objectives

The purpose of the essay is to give students the opportunity to study a selected area of personality theory in greater depth. In general this will involve comprehensive reading of primary sources (wherever possible), a critical approach to the material, and the development of an argument reflecting students' own reasoning and viewpoint about the topic. This assessment item closely relates to the the course learning outcomes 1, 2, 3, 4, 5 and 6.

Task

You are required to write an original essay on the topic that will be provided on the course website. Be sure to make the argument logical, convincing and backed up by appropriate sources. First hand readings (i.e., original journal articles) of empirical studies are essential to enhance the quality of your writing. It is NOT appropriate to use the prescribed textbook for this course (or any first year psychology textbook) as a reference for the essay although, other books and publications on personality theory/theorists are acceptable.

The essay must be **between 1500-2500 words in length**, must be presented in APA style, and must include a title page and an Abstract. Your essay must include an introduction of not more than 2 paragraphs. The body of your essay should address your chosen topic question which will be provided at the beginning of the term. You should also provide a conclusion of no more than 2 paragraphs, and a complete reference list. Be sure that any statements made in answer to your topic question are supported by supporting evidence from peer-reviewed literature. Remember to write clearly and in a well-organised manner.

APA Format 6th edition is to be followed

Assessment Due Date

Week 8 Tuesday (2 May 2017) 1:00 pm AEST

Return Date to Students

Before the end of the Term.

Weighting

30%

Assessment Criteria

Assessment criteria

Your essay will be assessed according to the following marking scheme.

Marks will be awarded from 0 - 5 on the following criteria: (0= absent, 1 = very poor, 2= below satisfactory, 3= good, 4= very good, 5= outstanding). Each one of the following sections of the content may receive maximum of 5 marks giving a total of 50 marks available for this assessment. Student's grade out of 50 will be converted to a weighting of 30%

Contents

1. Theoretical and conceptual knowledge
2. Themes and arguments
3. Literature review and supportive evidence
4. Critical reflection
5. Overall Coherence

Structure and style

1. Title Page, Abstract and Introduction
2. Discussion
3. Conclusion
4. Referencing format
5. Language usage and grammatical rules

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Please submit your assignment online using Moodle submission system.

Learning Outcomes Assessed

- distinguish the study of personality as a psychology discipline from the talk of personality as an everyday common sense
- identify basic issues in contemporary personality research
- understand significant ideas and themes of major theories within each domains in the textbook covered by the unit
- display certain critical thinking skills in evaluating, comparing and applying various theories

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Online Mid-term exam

Assessment Type

Online Quiz(zes)

Task Description

Online Mid-term exam will consist of 100 multiple choice questions and will be drawn from all chapters that are covered during the first 6 weeks of the course.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

The mid-term quiz will open at 9am AEDT on Tuesday the 3rd of January and close at 9am AEDT on Friday January the

6th.

Return Date to Students

Exam Week Friday (16 June 2017)

Students will be able to see their score immediately after completing the exam

Weighting

25%

Assessment Criteria

There will be 100 multiple-choice questions. There will be 4 options for each multiple-choice question. All questions will have equal weight. There will not be any penalties for wrong answers.

NOTE: the opening and closing times for the mid-term are in Australian Eastern Standard Time (AEST).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Please answer the 100 online multiple-choice questions within 90 minutes allocated for this exam. YOU WILL ONLY HAVE ONE ATTEMPT AT THIS ASSESSMENT. In other words, you cannot repeat the quiz. Further details of the mid-term exam will be available on the course webpage.

Learning Outcomes Assessed

- distinguish the study of personality as a psychology discipline from the talk of personality as an everyday common sense
- identify basic issues in contemporary personality research
- recognise six major domains of knowledge about personality functioning outlined in the text
- understand significant ideas and themes of major theories within each domains in the textbook covered by the unit
- display certain critical thinking skills in evaluating, comparing and applying various theories

Graduate Attributes

- Problem Solving
- Critical Thinking

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem