



# PSYC12013 *Personality*

## Term 1 - 2019

Profile information current as at 13/12/2025 03:56 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 - 2019

- Adelaide
- Bundaberg
- Online
- Rockhampton
- Townsville

#### 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 ('Have your say')

##### Feedback

A common theme related to the examination being an inappropriate way to assess the content covered in this unit.

##### Recommendation

Remove examination assessment, and replace with a formative short answer assessment (e.g. a quiz) during the term that better reflects the unit learning outcomes.

#### Feedback from Student feedback ('Have your say')

##### Feedback

Many students felt that there was a discrepancy between the amount of work required and the weighting for the weekly discussion topics.

##### Recommendation

Increase the assessment weighting from 5% to 10% to reflect the amount of work involved in researching and writing the weekly discussion post.

## 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



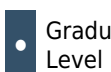
N/A  
Level



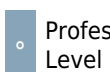
Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### 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%	•	•	•	•	•	

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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

#### Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

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

## 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

**Michele Lastella** Unit Coordinator  
[m.lastella@cqu.edu.au](mailto:m.lastella@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Sigmund Freud and Psychoanalysis	Chapter 1 & 2	

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Carl Jung and Analytic Psychology	Chapter 3	

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Alfred Adler, Harry Stack Sullivan and Individual/Interpsychic Psychology	Chapter 4	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Psychoanalytic Social Psychology:  
Karen Horney and Erik Fromm, Chapter 5

#### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anna Freud, Erik Erickson, Dan McAdams, and Ego Analytic Psychology	Chapter 6	<p>Essay (Due 9:00am on the 8th April 2019)</p> <p><b>Essay</b> Due: Week 5 Monday (8 Apr 2019) 9:00 am AEST</p>

#### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Human Relations: Object Relations Theory	Chapter 7	

#### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Experimental Analysis of Behaviour: John Dollard, Neal Mill & B.F. Skinner	Chapter 8	

#### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social Learning Theories: Albert Bandura, Julian Rotter, and Walter Mischel	Chapter 9	

#### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Humanism: Abraham Maslow and Carl Rogers	Chapter 13	<p>Mid-Term Quiz (Opens 10th May - Closes 13th May 9:00)</p> <p><b>Mid-Term Quiz</b> Due: Week 9 Monday (13 May 2019) 9:00 am AEST</p>

#### Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Existential Analysis: Rollo May	Chapter 14	

#### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Behavioural Theories: Albert Ellis, Aaron Beck, and Arnold Lazarus	Chapter 16	

#### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Eastern Theories: Zen Buddhism, Yoga and the Hindu Tradition	Chapter 17 and assigned reading	<b>Discussion Forum</b> Due: Week 12 Monday (3 June 2019) 9:00 am AEST

#### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Exam

## Assessment Tasks

### 1 Discussion Forum

**Assessment Type**

Group Discussion

**Task Description**

You will be required to make 10 genuine contributions related to each week's topic (1 per topic), to the group discussion forum.

As you have been afforded the flexibility to choose 10 of the 12 topics on which to make assessment posts, **no extensions will be granted under any circumstances for this assessment.**

**Assessment Due Date**

Week 12 Monday (3 June 2019) 9:00 am AEST

**Return Date to Students**

Week 12 Friday (7 June 2019)

**Weighting**

5%

**Assessment Criteria**

You will be required to make 5 genuine contributions related to each week's topic (1 per topic), to the group discussion forum.

As you have been afforded the flexibility to choose 10 of the 12 topics on which to make assessment posts, no extensions will be granted under any circumstances for this assessment.

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

Submit via discussion forum

**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 Essay

**Assessment Type**

Written Assessment

**Task Description****Objectives**

The purpose of this assessment is to give you the opportunity to explore 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.

## Details

You must choose ONE (1) topic question from the following list:

1. Can Karen Horney be considered a true feminist? Evaluate her work and contributions to personality theory and compare it to the ideas/theory of modern Feminist psychology (e.g. Chodorow, Klein, The Stone Center Group).
2. How do traditional Eastern theories of personality differ from those of Western psychology? Compare the Buddhist or Hindu approach to personality with one of the theorists/theories discussed in this course. How might diagnosis and treatment of psychological problems differ between the two approaches? What are the advantages and disadvantages of each?
3. Is free will an illusion? Do external forces outside of our control predominately determine our behaviour or do individuals have the capacity to influence the course of their lives and personality development? Compare Skinner's Behaviourist perspective with the Social Learning theory of Albert Bandura and ONE (1) other theory/theorist from this course (\*note, Humanism or Zen Buddhism might be good theories to consider).

## Assessment Due Date

Week 5 Monday (8 Apr 2019) 9:00 am AEST

## Return Date to Students

Week 7 Monday (29 Apr 2019)

## Weighting

30%

## Assessment Criteria

### Essay Structure

An essay usually comprises three main sections: an introduction, body and conclusion, with an abstract and a list of references.

- **Title:** Give your essay a concise but informative title. Avoid using the essay topic question as the title. Your title page should follow APA guidelines but no cover page is required as submission is electronic.
- **Abstract:** Your abstract should be between 150-300 words. Highlight the aim or purpose of your work, summarise your major themes and arguments and highlight your key conclusion/s. The abstract should be placed as a single un-indented block of text on a separate page after the title page. The heading should be centred but un-bolded.
- **Introduction:** A brief description of the area to be discussed along with a clear statement of major themes and details of your key arguments. You may choose to outline any key terms to which you will repeatedly refer throughout the essay. The essence of the introduction is to provide your reader with a clear road map of your work. It informs your reader what to expect in the body of your essay. A heading is not necessary.
- **Body:** This is the main part of your essay. The most important factor in the body is how you choose to organise your material. This is largely personal choice however, it is expected that you shall systematically organise your information in a coherent, logical and integrated manner. Successful organisation of the body of your essay will convince your reader that your arguments are articulate and well grounded regardless of whether or not they agree with your viewpoint. A smooth flow through appropriate use and arrangement of paragraphs is helpful to this goal. Especially important are the links between paragraphs. Subheadings may be used if you wish but if you choose to do so you must use the correct levels of headings as shown in the APA Publication Manual 6th ed. (2009), p. 61-62.
- **Conclusion:** This is where you summarise your main points to conclude your work. It is also a chance to leave your reader with the overriding message you wish your work to convey. This section is usually no more than 2 paragraphs and no new information should be introduced here.
- **References:** This is not a bibliography; only include sources that you have cited in-text. The list of references indicates the depth of your research. An essay with a single reference is not sufficient in most cases; yet an extremely lengthy reference list with many irrelevant sources will not be considered favourably either. There is no set number of references but it is unlikely that you'll be able to make a convincing argument with less than 10 or so references.
- It is expected that you will use peer-reviewed books and journal articles as well as other proper sources. Wikipedia, Ask.com, Sparknotes etc. are not considered proper academic references. **Likewise there is a stipulation in this course that you do not use the set text book as a reference.** This inevitably upsets some students but one of the aims of the course is to foster skills in reviewing and researching the literature. Note that the textbook has a large reference list that may provide a good starting point for your research and consulting it is not only within the course rules but is encouraged. Additionally other textbooks on personality or advanced level psychology topics may be used (just avoid general first year textbooks).

## Referencing Style

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

## Submission

No submission method provided.



**Submission Instructions**

Submit in a word document through the moodle assessment block under "Essay".

**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 Mid-Term Quiz

**Assessment Type**

Online Quiz(zes)

**Task Description**

100 Multiple choice questions

90 minutes to complete the quiz.

All questions have equal weight.

You will only have 1 attempt at this exam. Once you begin, you cannot repeat the exam but you can go back to previous question BEFORE you press the final 'submit' button. You will receive your grade out of 100 immediately after you complete the exam.

**Number of Quizzes**

1

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 9 Monday (13 May 2019) 9:00 am AEST

**Return Date to Students**

Week 11 Monday (27 May 2019)

**Weighting**

25%

**Assessment Criteria**

100 Multiple choice questions

90 minutes to complete the quiz

All questions have equal weight.

**Referencing Style**

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

**Submission**

No submission method provided.

**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**

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

No calculators permitted

## 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