



COURSE OUTLINE

FACULTY OF PSYCHOLOGY UNIVERSITAS AIRLANGGA
EVEN SEMESTER, 2019-2020

STUDY PROGRAM : UNDERGRADUATE (AMERTA)

A. COURSE DETAILS

1. Course Name	Personality Psychology
2. Course Code	PSU-108
3. Credit Points	4 sks (200 minutes)
4. Semester	2 (two)
5. Learning Outcomes	By the end of this course, students should be capable of: <ol style="list-style-type: none">1. Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)2. Corroborating personality theories to the real context through text (autobiography) and scientific evidences3. Being familiar to a limited range of options to measure personality
6. Softskill Attributes	Reading, writing, team work, presentation
7. Courses Description	The course aims to encourage students to familiarize themselves with most common personality theories, by exploring its common ground, core arguments, and real-life evidences. Students are therefore provided with opportunity to obtain the idea how personality is measured and evaluated.
8. Course Requirement	-
9. Teaching Team	<ol style="list-style-type: none">1. Rizqy Amelia Zein, S.Psi., M.Sc. (Course Coordinator)2. Afif Kurniawan, S.Psi., M.Psi., psikolog3. Tiara Diah Sosialita, S.Psi., M.Psi., psikolog4. Dr. Endang Retno Surjaningrum, M.AppPsych.

B. COURSE SCHEDULE

WEEKLY MEETING	LEARNING OUTCOME	WHAT TO LEARN	SUBJECT MATTER	LEARNING METHOD	TIME ALLOCATION	LEARNING MEDIA	EVALUATION	REFERENCE
(1)	(2)	(3)	(4)	(5)	(8)	(6)	(7)	(9)
1	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Why personality psych is important? (1)	<ul style="list-style-type: none"> Defining personality Personality and social media – the role of online disinhibition theory The role of race and culture in shaping personality (self-construal, self-enhancement, child-rearing) 	Classical lecture & discussion	200' Lecture and discussion	<ul style="list-style-type: none"> PC/Laptop LCD Projector Speaker Whiteboard Boardmarker 		Schultz & Schultz (2017), Ch. 1
2	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Why personality psych is important? (2)	<ul style="list-style-type: none"> Research on personality psych Personality assessment The role of theory – the autobiographical nature of personality psych Questions on human nature: free will vs determinism, nurture vs nature, dependent vs independent of childhood, unique vs universal, satisfaction vs growth, optimism vs pessimism 	Classical lecture & discussion	200' Lecture and discussion	<ul style="list-style-type: none"> PC/Laptop LCD Projector Speaker Whiteboard Boardmarker 		Schultz & Schultz (2017), Ch. 1
3	Identifying core assumptions of several notable personality theories (inner psychic and trait	Psychoanalysis Perspectives (1)	Sigmund Freud personality theory – Classic psychoanalytic perspective	<ol style="list-style-type: none"> Individual presentation Discussion and 	75' Lecture 20' writing essay	<ul style="list-style-type: none"> PC/Laptop LCD Projector 	Short Essay Dream Notes	Schultz & Schultz (2017), Ch. 2 & 4

WEEKLY MEETING	LEARNING OUTCOME	WHAT TO LEARN	SUBJECT MATTER	LEARNING METHOD	TIME ALLOCATION	LEARNING MEDIA	EVALUATION	REFERENCE
(1)	(2)	(3)	(4)	(5)	(8)	(6)	(7)	(9)
	paradigm)			feedback 3. Writing short essay	105' discussion and Q&A	<ul style="list-style-type: none"> ▪ Speaker ▪ Whiteboard ▪ Boardmarker 		
4	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Psychoanalysis Perspectives (2)	<ul style="list-style-type: none"> • Jung personality theory (psychic energy, complexes, collective unconsciousness, archetypes, psychological types/type-theory) • MBTI controversy (type-theory vs psychological types, poor psychometric qualities) 	<ol style="list-style-type: none"> 1. Individual presentation 2. Discussion and feedback 3. Writing short essay 	75' Lecture 20'writing essay 105' discussion and Q&A	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard ▪ Boardmarker 	Short Essay	Schultz & Schultz (2017), Ch. 3 Stein & Swan (2019)
5	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Psychoanalysis Perspectives (3)	Karen Horney personality theory – Neurotic needs and trends (basic anxiety, idealized self-image, feminine psychology)	<ol style="list-style-type: none"> 1. Individual presentation 2. Discussion and feedback 3. Writing short essay 	75' Lecture 20'writing essay 105' discussion and Q&A	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard ▪ Boardmarker 	Short Essay	Schultz & Schultz (2017), Ch. 5 & 6
6	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Genetics/Trait Approaches (1)	Allport's personality theory (the role of hereditary & environment, personality traits, personal disposition, functional autonomy, personality development in childhood, expressive	Classical lecture & discussion	75' Lecture 20'writing essay 105' discussion and Q&A	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard ▪ Boardmarker 	Short Essay	Schultz & Schultz (2017), Ch. 7

WEEKLY MEETING	LEARNING OUTCOME	WHAT TO LEARN	SUBJECT MATTER	LEARNING METHOD	TIME ALLOCATION	LEARNING MEDIA	EVALUATION	REFERENCE
(1)	(2)	(3)	(4)	(5)	(8)	(6)	(7)	(9)
			behavior – facial expression, mother-infant bond, healthy adult personality)					
7	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Genetics/Trait Approaches (2)	<ul style="list-style-type: none"> • McCrae & Costa’s Five factor model (measurements, origins of the concept, cross-cultural consistency, stability over time, correlation w/emotions and behavior Big 5 personality inventory) • Michael Ashton and Kibeom Lee: HEXACO personality theory (six factor of personality) 	Classical lecture & discussion	75' Lecture 20' writing essay 105' discussion and Q&A	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard ▪ Boardmarker 	Short Essay	Schultz & Schultz (2017), Ch. 8
8	Identifying core assumptions of several notable personality theories (inner psychic and trait paradigm)	Humanistic Perspectives	Maslow personality theory (hierarchy of needs, self-actualization, peak performance, personality assessment – personal orientation inventory, smartphone basic need scale)	<ol style="list-style-type: none"> 1. Individual presentation 2. Discussion and feedback 3. Writing short essay 	75' Lecture 20' writing essay 105' discussion and Q&A	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard ▪ Boardmarker 	Short Essay	Schultz & Schultz (2017), Ch. 9 & 10
9	Corroborating personality theories to the real context through text (autobiography) and scientific evidences	Group Presentation	Group Presentation Caveat (the limited-domain approach)	<ol style="list-style-type: none"> 1. Group Presentation 2. Discussion 	150' Group Presentation 50' Q&A session	<ul style="list-style-type: none"> ▪ PC/Laptop ▪ LCD Projector ▪ Speaker ▪ Whiteboard 	Group Project	

Summary of Teaching Time Allocation:

No.	Activity	Total Hour/Week
1.	Lecture (K)	
	a. In-class lecture	1 x 50'
	b. Structural academic activities	1 x 50'
2.	Seminar (S)	
3.	Discussion (D)	2 x 50'
4.	Practicum (Pr)	
5.	Field Practice (PKL)	
6.	Research (PI)	

C. ASSESSMENTS

1. Dream Notes

Students are required to take notes of their most vivid dreams and analyze its content using Freudian theories. Dream notes should be approximately 800 words and should be submitted as a midterm exam. The notes need to be submitted on **Tuesday, 21/04/2020 (week 7)** at the latest.

2. Recalling and reconstructing (short essay)

After each session, the students will be asked to write a short 100-word take on the topic that is discussed that day. Students will be given 20 minutes to write the short essay and are allowed to ask questions to the lecturers, while writing up their essay. The short essay will be collected on the same day. The assignment starts on week 3 to week 9.

3. Group Project: Analysing a famous person's personality

Students should work in a group ideally consisted of 2-3 people and select **one famous person's personality** based on **his/her auto/biography or Wikipedia entry**. Students can opt for **one particular personality theory** as an analysis tool, and subsequently they should write an essay containing analysis of their chosen famous person with these following requirements:

- Essay should not exceed **1500 words (not including references)** and **a word count should be enclosed** in the essay cover accordingly.
- Students are strongly advised to put their identity (name and student number) on their essay. If they fail to do so, essay will not be assessed.
- Students can only use 3 maximum references. Therefore, marks will be also deducted if it exceeds 3 references (5 mark every 1 excess reference).
- All references should be cited properly using the latest American Psychological Association (APA) style (see: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html for details, or you can use Zotero (https://www.zotero.org/support/quick_start_guide) to generate automated citation and reference list).
- Essay should be submitted on week 10 (Tuesday, 5/04/2020)**. If students miss submission deadline, then their marks will be deducted by 10 marks for each working day, up to maximum 2 days (20 marks). A mark of 0 (zero) will be given after that.
- Essay should be students' original piece of work. Plagiarism is completely unacceptable and will be severely penalized accordingly.

Apart from that, students ought to **present their main conclusion along with their group on week 10.**

D. ASSESSMENT CRITERIA , INDICATORS AND PROPORTION

1. Group Presentation (Famous Person Personality Analysis)

Proportion	Criteria	Indicators			
		Poor 40 – 54,9	Fair 55 – 59,9	Good 60 – 74,9	Very Good 75 – 100
15%	Organization Is the presentation easy to understand?	Presentation has no sequence. Audience cannot follow the material.	Presentation has limited organization. Beginning, middle, and end are present, but unclear. Audience has difficulty following the presentation.	Presentation has a logical, interesting sequence. Order of presentation makes sense. Beginning, middle, and end are obvious. Most details are in the right place.	Presentation has a logical, interesting sequence. Clear direction moves audience through the presentation. Beginning gains attention. Details fit and build to main point. End provokes thought.
30%	Subject Knowledge Does the presenter have a clear understanding of their subject?	Limited or no grasp of subject. Can provide only vague or no answers to questions.	Student has limited knowledge, is uncomfortable with material. Provides only limited answers to questions.	Demonstrates clear knowledge of material. Elaboration or explanation may be limited. Can answer questions when asked.	Demonstrates full knowledge of subject (more than required). Explanations are thorough and clear. Provides excellent answers to questions.
10%	Support Materials Did the electronic or paper support materials enhance the presentation?	No or limited materials. Poorly selected information. Materials are unclear. Sloppy work.	Materials connected to presentation, but may lack clarity, be too limited, or lack insight. Editing may be needed.	Materials reinforce presentation and generally effective. Information presented provides insight and informs audience. Graphs and charts are appropriate. Limited editing needed.	Materials reinforce presentation and are visually pleasing. Information presented provides insight and informs audience. Graphs and charts are appropriate.
20%	Delivery Was the presentation effective? Did the presenter engage the audience?	No connection to material or audience.	Limited connection to material or audience. Indifferent. Presentation is flat, stiff.	Personality, flavor, style of presenters show sometimes. Pleasant and acceptable. Connection with audience more less clear.	Confident, honest style gives viewer a clear sense of presenters' convictions. Engages audience with eye contact, an engaged voice, and positive body language.
10%	Language Use Did the presenter use clear, correct, appropriate Bahasa Indonesia?	Language detracts from the presentation. Language may be inappropriate.	A mixture of effective and ineffective language. May use slang or jargon. May use too complex language for the audience.	Presented in generally effective language. Only minor problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.	Presented in natural, smooth language. No distracting problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.
15%	Classroom Discussion Did the presenter engage students, ask penetrating questions, and link to	Classroom discussion was brief, lacked substance, and failed to engage students.	Limited success engaging students in discussion and keeping it topical. Discussion questions demonstrate weak	Classroom discussion on topic and sustained. Discussion questions demonstrate and understanding of the	Classroom discussion was engaging and lively. Questions challenged students to think deeper about the material and their

Proportion	Criteria	Indicators			
		Poor	Fair	Good	Very Good
		40 – 54,9	55 – 59,9	60 – 74,9	75 – 100
	contemporary examples?		understanding of central concern of reading. Weak link between reading and contemporary concerns/issues.	reading. An effort was made to link the reading to contemporary concerns/issues.	own perspectives. Presenter linked the discussion questions to contemporary examples, moral dilemmas, or public policies. A true exchange of ideas was evident.

2. Group Essay (Famous Person Personality Analysis)

No.	Criteria	Indicators	Maximum Marks
1.	Logical structure of the essay	Students are able to construct a logically structured personality analysis showed by the coherence of each part of the essay.	40
2.	Clarity	Students are able to sketch out their idea using clear expression and free from ambiguity.	30
3.	Breadth and relevance of readings	Students use references that are relevant to the selected topic.	10
4.	Clarity of expression, presentation and referencing	Personality analysis is well-written, structured based on the requirements and adhere to the latest APA style.	20
Total Marks			100

3. Short Essay

No.	Criteria	Indicators	Maximum Marks
1.	Logical structure of the essay	Students are able to construct a logically structured description of a personality theory and it is reflected from the coherence of each part of the essay.	40
2.	Clarity	Students are able to sketch out their idea using clear and easy-to-understand expression.	30
3.	Breadth of understanding	Students are able to recall core arguments of each personality theories accurately.	30
Total Marks			100

Assessment components that will be counted as students' final marks are detailed below:

- Dream notes : 25%
- Short essays : 15%
- Group Project : Analyzing a famous person : 40%

- Group Project : Presentation : 20%
- Total : 100%

E. COURSE READING LIST

Mandatory reading

Schultz, D.P. & Schultz, S.E. (2017). *Theories of Personality (11th edition)*. Boston: Cengage Learning. [Available on Psyche]

Additional reading

Stein, R., & Swan, A. B. (2019). Evaluating the validity of Myers-Briggs Type Indicator theory: A teaching tool and window into intuitive psychology. *Social and Personality Psychology Compass*, 13(2), e12434. (<https://doi.org/10.1111/spc3.12434>)

Kaufman, S. B., Yaden, D. B., Hyde, E., & Tsukayama, E. (2019). The light vs. dark triad of personality: Contrasting two very different profiles of human nature. *Frontiers in psychology*, 10, 467. (<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.00467/full>)

Revised date	10 March 2020
Starting date	3 March 2020

Verified by Vice Dean I	Evaluated by Undergraduate Program Coordinator	Created by Course Coordinator
Dr. Nur Ainy Fardhana, M.Si. NIP. 197202271998022001	Atika Dian Ariana, S.Psi., M.Sc. NIP. 198303042006042004	Rizqy Amelia Zein, S.Psi., M.Sc. NIP. 198911162015042003