

Department	International College of Liberal Arts		
Semester	Spring 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSYC330		
Course Title	Individual Differences		
Prerequisites	PSYC/DATA190 Research Design * Can take concurrently to satisfy prerequisite ONLY in 2025		
Course Instructor	TSUDA Ayano	Year Available (Grade Level)	3
Subject Area	Psychology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	This course is an immersive exploration into the foundational principles of individual differences in personality and intelligence. This course will challenge students to engage with a variety of influential theories and models, aiming to deepen their understanding of the origins, development, and measurement methods of these individual differences. Students will be invited to explore the rich complexities of human diversity, moving beyond stereotypes to understand the underlying psychological constructs that make each person unique.
Class plan based on course evaluation from previous academic year	The syllabus is subject to annual review and revision to incorporate insights and feedback from the previous year's course evaluations
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	<p>Upon completion of the course, students will be equipped to:</p> <ul style="list-style-type: none"> ·Demonstrate a comprehensive understanding of various theories of personality and intelligence, applying critical thinking to analyze and evaluate these theories. ·Critically scrutinize intelligence testing methodologies, assessing their implications and discussing their significance in real-world contexts. ·Examine the influence of personality and intelligence on education and career paths, recognizing their importance in daily life. ·Gain proficiency in interpreting models of emotional intelligence and apply them effectively in both personal and professional settings. ·Develop a deep understanding of psychometric testing, including its development, objectives, and use in psychological evaluations. ·Master the skill of writing a report based on critical analysis of psychometric analysis, articulating findings and implications clearly and effectively. ·Demonstrates a thorough understanding of the knowledge gained in the course through effective written communication.

iCLA Diploma Policy	DP1/DP2
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning				
More details/supplemental information on Active Learning Methods	Not applicable				
Use of ICT	Microsoft excel, JASP, google form, google classroom				
Contents of class preparation and review	<ul style="list-style-type: none"> Students must complete the recommended readings provided by instructors. Exams, quizzes, and in-class written assignments will draw from lecture slides and class material. Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams and quizzes. Review all class content post-lecture to prepare effectively. 	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	1. Constructive feedback and feedforward on assignments 2. Post-exam reviews discussing correct answers and exam performance 3. Additional feedback or guidance provided during individual meetings with the instructor upon request				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Midterm Report	30%	
Final Exam	40%	
Written Assignment	30%	

Required Textbook(s)	<ul style="list-style-type: none"> Lecture notes
Other Reading Materials/URL	<ul style="list-style-type: none"> Maltby, J., Day, L., & Macaskill, A. (2022). Personality, Individual Differences and Intelligence (5th ed.). Pearson.

Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. All plagiarized text on your assignment will not be graded and this will very likely lead to failing. The repeated act of plagiarism will be reported to the University which may apply additional penalties.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Not applicable

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	1: Personality Topics Week 1: Introduction (1) Course and assessment overview (2) Anonymous survey
Class 2	(3) Introduction to Trait Theories (4) Midterm Report assigned (due in week 7)
Class 3	Week 2: Psychoanalysis (1) Psychoanalysis (Freud)
Class 4	(2) Psychoanalysis (After Freud)
Class 5	Week 3: Learning Theory (1) Applying Learning Theory approaches to Personality
Class 6	(2) Stimulus-response Model of Personality
Class 7	Week 4: Social Learning Theory + Evolutionary Theory (1) Personality development in Social Learning Theory
Class 8	(2) Evolutionary psychology, Adaptation, and Personality (3) Written Assignment assigned (due in week 12)
Class 9	Week 5: Biological Theories + Nature and Nurture (1) Genetic Heritability of Personality
Class 10	(2) Psychophysiology, Neuropsychology, and Personality

Class 11	Week 6: Humanistic Theories + Cognitive Theories (1) Self-actualisation and Self-determination
Class 12	(2) Personal constructs and Rational-irrational thinking
Class 13	Week 7: The Nature of Intelligence and its Measurement - I (1) Implicit theories of intelligence
Class 14	(2) General intelligence (g) theory
Class 15	Week 8: The Nature of Intelligence and its Measurement - II (1) Multifactor theory
Class 16	(2) Hierarchical theory
Class 17	Week 9: Intelligence Tests and their Issues (1) Types of Intelligence Tests
Class 18	(2) Problems and Issues with Intelligence Tests
Class 19	Week 10: Heritability and Emotional Intelligence (EQ) (1) Heritability of Intelligence
Class 20	(2) Different Models of Emotional Intelligence
Class 21	III: Applied Topics Week 11: Personality and Intelligence in Education and Work (1) Personality and Intelligence Predictors of achievement in education and the workplace
Class 22	(2) Learning Styles and Experiential Learning Theory
Class 23	Week 12: Optimism, Irrational Beliefs, Shyness and Embarrassment (1) Optimism versus Pessimism (2) Optimisms: Learned (explanatory style), Dispositional, and Situational
Class 24	(3) Shyness: State and Trait, Fearful and Self-conscious (4) Models of Embarrassment

Class 25	Week 13: Interpersonal Relationships + Social Attitudes and Culture (1) Interpersonal Attraction (2) Forgiveness and Concept of Amae
Class 26	(3) Culture Theory and Personality
Class 27	Week 14: Psychometric Testing - I (1) Types and uses of Psychometric Tests
Class 28	(2) Developing a Psychometric Test
Class 29	Week 15: Psychometric Testing - II and Revision (1) Reliability and Validity
Class 30	(2) Exam Revision