

**Intelligence & Creativity
Psychology 105
Fall Semester 2005**

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Clough 129

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Office Hours

Monday 1-2:30
Tuesday 10-11:30
Thursday By appointment

Course Description

This course is designed for the non-psychology major and will examine a different general-interest topic each time it is taught (in this case, intelligence & creativity). Students will be exposed to the five major theoretical perspectives and to research methods as they pertain to the thematic topic of intelligence and creativity. Note: The five theoretical perspectives are biological, learning, cognitive, psychodynamic, and sociocultural.

Course Goals (for students)

Learning fundamental principles, generalizations, or theories.
Gaining a broader understanding and appreciation of intellectual/cultural activity.
Developing skill in expressing myself orally and in writing.

Course Objectives

By the end of this course, the student will demonstrate the following skills:

- Recognize and evaluate empirical evidence based on its statistical soundness and validity.
- Evaluate theories of intelligence and creativity based on empirical data.
- Distinguish between uninformed opinion and empirically based theories and arguments.
- Articulate at least 2 major theories of intelligence (based on one or more of the five major theoretical perspectives).
- Articulate at least 2 major theories of creativity (based on one or more of the five major theoretical perspectives).

Required Readings

Sternberg, R.J. (2003). *Wisdom, Intelligence, and Creativity Synthesized*. New York: Cambridge University Press.

You will also be required to read a number of articles and book chapters. I will either provide these to you or place them on reserve in the library.

Evaluation Procedures

Students can earn a total of 1000 points in this course.

Quizzes	200 points
Exams	300 points
Papers	400 points
Presentation	100 points

1. Quizzes. Reading quizzes will be given randomly throughout the semester at the beginning of the class period. Students who are excessively late for class will not be permitted to take the quiz; no make-up quizzes will be given. Each quiz will be worth a total of 20 points.
2. Exams. There will be 2 exams consisting of multiple-choice and short answer questions. One or two essay questions may also be included. Each exam will be worth 150 points.

3. Papers. Students will be expected to write 2 papers this semester. Each paper will be worth 200 points. Papers must be written in APA style, printed in 12-point font, and double-spaced.
 - a. Paper 1. This research paper will require you to investigate one of the major theories of intelligence and to explain that theory in some detail, including the empirical evidence supporting and critiquing the theory as well as your informed opinion about the theory's validity. The paper will be no more than 1000 words, not including title page or references.
 - b. Paper 2. This paper will be outcome of a group project investigating the nature of creativity. Your group will develop a plan for interviewing or observing creative persons/groups, carry out the plan, and then write up the results individually. This paper will be limited to 1000 words (approximately 5 pages), not including title page or references.
4. Presentation. This 20-minute presentation will consist of the material collected as part of the group project described for Paper 2. Examples and specific guidelines will be discussed in class.

Grades

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
950-1000	A	740-769	C-
900-949	A-	670-739	D+
870-899	B+	640-669	D
840-869	B	600-639	D-
800-839	B-	590 & under	F
770-799	C+		

Note: Students who have special needs are encouraged to speak privately with the instructor so appropriate accommodations or modifications can be made.

Other Policies

1. Late work will not be accepted except in **extreme** circumstances.
2. Attendance will be taken at the beginning of each class period. Students with 4 or more unexcused absences will have their final grade dropped by one grade level. Students with more than 6 unexcused absences (20%) will not pass this course. Excused absences require a doctor's note or other verification. See me with questions.
3. All work must be pledged. Remember, failure to properly attribute ideas or concepts is also a violation of the Honor Code.

Additional Readings

1. Sattler, J.M. (2001). *Assessment of Children: Cognitive Applications*. San Diego: Jerome M. Sattler Publisher, Inc.
2. Herrnstein, R.J., & Murray, C. (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press Paperbooks.
3. Bracken, B.A. (1993). Intelligence and some of its correlates: A construct worth assessing. Presented at the Michigan Association of School Psychologists Fall Conference.
4. Gardner, H. (1999). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
5. Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: HarperPerennial.
6. Torrance, E.P. (1995). *Why Fly? A Philosophy of Creativity*. Norwood, NJ: Ablex Publishing.

TENATIVE CLASS SCHEDULE (Note: This schedule will be adjusted as needed.)

Date	Topic	Assignment
8/25	Introduction	
8/30	Theories of Intelligence (Overview)	Sternberg, Ch. 1 & 2
9/1	Theories of Intelligence (Overview)	
9/6	Theories of Intelligence (Overview)	Section II (Chs. 5 & 6), Theories & Issues in Intelligence (1)
9/8	Intelligence Testing	
9/13	The <i>g</i> Factor	(Sternberg, Ch. 1)
9/15	The "Matthew Effect"	--
9/20	IQ & Society	Bell Curve, pp 1-125 (2) Intelligence & Its Correlates (3)
9/22	IQ & Society	--
9/27	<i>Question & Answer</i>	
9/29	Mid-term Exam	
10/4	Multiple Intelligences	Ch. 4, What is an Intelligence? (4); Ch. 6, Musical Intelligences (4); Ch. 9, Bodily-Kinesthetic Intelligence (4); Ch. 14, The Application of Intelligences (4)
10/6	Multiple Intelligences	--
10/11	Intelligence – Conclusions	Paper 1 due
10/13	Theories of Creativity (Overview)	Sternberg, Chs. 3, 4, & 5
10/18	Fall Recess	
10/20	Theories of Creativity (Overview)	--
10/25	Defining Creativity	Ch. 1, Setting the Stage (5) Ch. 2, Where is Creativity? (5)
10/27	Defining Creativity	--
11/1	"Flow of Creativity"	Ch. 5, The Flow of Creativity (5)
11/3	<i>Question & Answer</i> Discuss Paper 2	Appendix B, Interview Protocol (5)
11/8	Measuring Creativity	Ch. 5, Rationale of Creativity Tests (6)
11/10	Creativity in School	Ch. 18, Is Creativity Teachable? (6)
11/15	Question & Answer	
11/17	Creativity & Diversity	--
11/22	Creativity & Culture	Ch. 13, The Making of Culture (5)
11/24	Thanksgiving Recess	
11/29	Presentations	
12/1	Presentations	Paper 2 due
12/6	Presentations	
12/14	5:30 PM – Exam	