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## PSYC 105-01, Intelligence and Creativity, Spring 2008

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Authors	Panter, Janet
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**Intelligence & Creativity  
Psychology 105-01  
Spring 2008**

Dr. Janet Panter  
Clough 129

email: PanterJ@rhodes.edu  
843-3582

**Course Details**

MWF 10:00-10:50/102 Clough  
CRN: 28493  
Credit Hours: 4

**Office Hours**

TR 1:00-2:30  
Other times 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**

1. Students will develop skill in expressing themselves orally and in writing. A substantial portion of this course will focus on the writing process and assignments.
  - a. This course will require students to participate actively in class discussions and small group activity, including a major presentation.
  - b. Students will write three research papers and be required to express their thoughts clearly and succinctly on reading responses.
2. Students will learn fundamental principles, generalizations, or theories.
  - a. This course will examine theories of both intelligence and creativity from a psychological perspective. Students will be encouraged to “think like a psychologist” as they critically evaluate these theories based on scientific principles.
  - b. This course will also address the cultural implications and issues of fairness regarding the use of tests to measure intelligence and creativity.
3. Students will gain a broader understanding and appreciation of intellectual/cultural activity.
  - a. This course will explore diverse views of intelligence and creativity, including the implications of these viewpoints for our society.
  - b. Course material will take a look at individuals/products/services that have been identified as “intelligent” and/or “creative.”

## **Course Objectives**

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

- Write three major research papers addressing one theory of intelligence, one theory of creativity, and one topic of your choosing (related to topics in readings and lectures).
- Review peers' written work for format, grammar, spelling, and content. Students will learn to provide constructive feedback that assists the peer with improving the quality of his/her written work.
- 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**

Cooper, C. (2001). *Intelligence and Abilities*. Wales, Great Britain: Psychology Press.

Csikszentmihalyi, M. (1997). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: HarperPerennial.

Robertson, I. (2003). *Types of Thinking*. New York: Psychology Press.

\*Other readings will also be required. Most of them will be available through Internet sources, though some may be on reserve in the library.

## **Recommended Readings**

American Psychological Association (APA). (2001). *Mastering APA Style*.

## **Evaluation Procedures**

Papers	45%	
Reading Responses		15%
Exams	20%	
Presentation	10%	
Participation	10%	
Research Participation	Required	

1. Papers (45%). Students will be expected to write three papers this semester. Papers must be written in APA style, printed in 12-point font, and double-spaced. Students will be required to have their topic approved by the instructor, submit a list of references and thesis statement for the paper, and

submit a draft of each paper for peer review. The paper itself will be the capstone of this work. Each item will be included in the paper's final grade.

- a. Paper 1 (15%). 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 must include four references/sources outside of the assigned texts and should be approximately 2500-3000 words.
  - b. Paper 2 (20%). This paper will be on a topic of your choosing (subject to instructor approval). Your paper should be a critical investigation of that topic, including relevant research to address the topic. The paper must include four references/sources outside of the assigned texts and should be approximately 2500-3000 words.
  - c. Paper 3 (10%). This paper will be based on the group presentation (described in #4). It will report on your group's research project and may include references to the textbooks or other class materials. No outside sources are required. The paper should be approximately 1000-1200 words.
2. Reading Responses (15%). On 5 occasions, you will be required to write a response to that day's (or week's) assigned readings. Each paper must be typed, double-spaced, with a 12-point font. Specific guidelines for writing these papers will be given in class. Each one will be worth 30 points.
  3. Exams (20%). There will be two exams consisting of multiple-choice and short answer questions. One or two essay questions may also be included.
  4. Presentation (10%). This 20-minute presentation 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 present your work to the class. Specific directions for this activity will be given in class.
  5. Participation (10%). Most classes will include discussion of the assigned readings or topics related to them. Class attendance is also an important component of participation.
  6. Research Participation (Required). Students are encouraged to participate in ongoing research in the department by volunteering for three hours to be subjects in experiments conducted by students in advanced psychology classes. All studies will have been approved by an Institutional Review Board that considers the ethical implication of all research with human participants. Participants will be given an opportunity to learn about the findings of the research at the end of the project. We believe that participation as a subject is an excellent way to gain first-hand knowledge and deeper understanding about how psychological research is conducted. Students who participate in an experiment will write a short report describing (1) what they did and how they felt during the experiment and (2) what the research question and the researcher's hypotheses were. These reports are due by the last class day at

8:00 am. Note: An alternative to the experiment participation requirement is offered to those students who do not wish to be a research participant or are unable to schedule an experiment. This will involve a comparable amount of writing about research that the student will read. Students who do not complete either the research participation or its alternative will not pass this class.

### **Grades**

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
94-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	59 & under	F

### **Other Policies**

1. Course Preparation. According to the 2006-07 Rhodes College Catalogue, *A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit... Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of seven hours per week outside of class is expected for active preparation for a three credit course. (p. 71)*
2. Attendance. The 2006-07 Rhodes College Catalogue states: *Rhodes, as a residential college of the liberal arts and sciences considers interactive engagement with other students and the professor, in a structured setting to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly. (p. 70)*  
Attendance will be taken at the beginning of each class period. Students with 4 or more absences will have their final grade dropped by one grade level. Students with more than 6 absences (20%) will not pass this course. Excused absences require a doctor's note or other verification. See me with questions.
3. Late work will result in grade reduction of one-half of a letter grade for each day the work is late. (e.g., A to B+, B+ to B-).
4. Special Needs. If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services at 843-3994 as soon as possible. If you have already worked through the Disability Services office, please speak to me privately about academic accommodations or other concerns you may have.

5. Honor Code policies apply to this course, and all students are required to read the Honor Code (included in the Student Handbook). Plagiarization or any failure to properly attribute work is a violation of the Honor Code. All work must be pledged.
6. E-mail must be checked daily. Scheduling, topic changes, and other important information will only be available through e-mail.

**TENATIVE CLASS SCHEDULE** (Note: This schedule is subject to change.)

Date	Topic	Assignment
<b>1/9</b>	Introduction	
1/11	Theories of Intelligence (UI's Human Intelligence website)	
1/14	Structure of Abilities	Cooper, ch. 1-3; Robertson, ch. 6
1/16	Spearman's <i>g</i>	Online: Spearman's 1904 article
1/18	Spearman's <i>g</i> continued	<b>Response #1 due</b>
1/21	No Class – Martin Luther King Observance	
1/23	Thinking about Thinking	Robertson, ch. 1-2
1/25	Logic, Science & Intelligence	Robertson, ch. 4-5
1/28	Mental Tests & Measurement	Cooper, ch. 5; Online: Cattell's 1890 & 1894 articles
1/30	Binet's IQ Test	Online: Binet's 1905 article
<b>2/1</b>	Modern Tests & Measures	<b>Paper #1 topic due</b>
2/4	Modern Tests & Measures continued	
2/6	TBA	
2/8	Class cancelled – Small Group Project	
2/11	Thurstone's Primary Mental Abilities	Online: Thurstone's 1934 article
2/13	Genetics & Intelligence	Cooper, ch. 4; <b>Paper #1 rough draft due</b>
2/15	Eugenics Movement	Online: Galton's & Carlson's articles;
2/18	Eugenics Movement continued	<b>Response #2 due</b>
2/20	The Bell Curve	Online: Intelligence Knowns & Unknowns
2/22	Midterm Review	
2/25	Wrap-up on Intelligence	
2/27	<b>Midterm Exam</b>	
2/29	Introduction to Creativity	Robertson, ch. 3
<b>3/3 to 3/7</b>	<b>Spring Break</b>	
3/10	Theories of Creativity	<b>Paper #1 final draft due</b>
3/12	The Creative Process	Csikszentmihalyi, ch. 1-3
3/14	Creativity & Flow	Csikszentmihalyi, ch. 4-6; <b>Paper #2 topic due</b>
3/17	The Creative Personality	
3/19	More on the Creative Personality	
3/21	<b>Easter Recess</b>	
3/24	Discussion; Assign Group Project	
3/26	Freudian Creativity	
3/28	Domains of Creativity	Csikszentmihalyi, ch. 10-14
3/31	Domains of Creativity	<b>Response #3 due</b>
4/2	Learning to be Creative	<b>Paper #2 draft due</b>
4/4	Creativity & Education	
4/7	What Would Gardner Say?	
4/9	More on Gardner	
4/11	Creative Diversity	
4/14	Diversity & Multiculturalism	<b>Response #4 due</b>
4/16	Wrap-up on creativity	
4/18	<i>Group Presentations</i>	<b>Paper #2 final draft due</b>
4/21	<i>Group Presentations</i>	
4/23	<i>Group Presentations</i>	
4/25	URCAS	<b>Paper #3 due</b>
4/30	<b>Final Exam (1:00 pm)</b>	