PSYD34 Winter 2018
Human Intelligence

Class Meeting Time: Tues 9:15-11:00
Classroom: SW403
Course website: Blackboard

Contact Information:

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Goals of the course: This course is designed to help you develop your critical thinking and communication skills. It will serve as an introduction to classic research, current topics, controversies and ways of defining and measuring human intelligence (e.g., IQ testing). We will cover areas of research in cognitive psychology, developmental psychology, educational psychology, and, to a lesser extent, cognitive neuroscience. The goal is to use in-depth discussion of specific topics to illustrate the kinds of theories, research strategies, data, and mistakes, that researchers use/ make when conducting their research, and trying to develop a better understanding of human intelligence and all that might encompass (e.g., Critical Thought, Creativity, Metacognition, Emotional Intelligence, etc)

Required Readings:
All articles will be made available on the Blackboard website. It is important to remember that reading the articles will be necessary for all components of this course (i.e., all evaluations require that you have knowledge of the articles).

Methods of Evaluation:

Presentations	30%
Weekly Peer Feedback (through peerScholar)	30%
Class Participation	10%
Poster	30%

Presentation (30%)
Each student is required to present once throughout the course. The presentations are done in sets of two or three; however, each student is required to present individually. You will be asked to find at least one paper relevant to your presentation topic (more details to follow on Blackboard).

Weekly Peer Feedback - through peerScholar (30%)
Every week (that you are not the presenter) you will be expected to log into peerScholar to provide feedback on a draft of an upcoming presenter's presentation. You will do this on 10 occasions, and **I will rate the quality of your feedback** on a scale from 0 – 3 (maximum 3 x 10 = 30%). Your feedback should be about one-page in total.

Scale:
0   = provided no feedback
0-1   = provided non-informative or brief feedback (e.g., your idea was great, this was not clear)
1-2   = provided semi-informative – but obvious - feedback (e.g., you spelt 'memory' wrong, your graph was too small)
2-3   = provided informative and detailed feedback, demonstrating **critical thinking** on the topic and a **creative solution.**

In addition, to receive a full grade, your feedback should demonstrate your knowledge of the topic and the relevant articles and demonstrate critical evaluation of your peer's presentation. You are required to provide feedback to be used by your peers in improving both the structure and content of their thought papers & presentations. For instance, you can suggest other relevant articles on the topic that either support or contradict their view. **You are also required to critically evaluate the content of the articles chosen by the presenters (e.g., was the methodology used in the paper appropriate? What other factors could have affected the findings?)**

Note: In an unlikely event that no presentations are scheduled for a given week, all students are required to read the articles posted for that week and prepare and submit a one-page thought paper of the articles on peerScholar.

Class Participation (10%)
It is very important that you develop the ability to discuss, in conversational style, both data and theory. There are several ways to achieve this. The most obvious type of contribution, and the one I will be looking for the most, is contribution to class discussions. Asking questions, sharing your ideas and actively participating in class discussions will makeup the primary component of the grade.

Near the end of the course, I will ask you to rate your own contributions, relative to the rest of the class.

Poster (30%)

- **Proposal (10%)**
- **Final Poster (20%)**

Each student is required to prepare a research poster on a topic of their interest relevant to the material covered during the class. The topic should be different from what you had chosen for your presentation. You need to propose a research question and suggest an appropriate methodology in order to investigate that question. You then need to make up a set of data (as if you had actually conducted the experiment), analyze the data (within the limits of your statistics knowledge, e.g., t tests, ANOVA, correlations and regressions), provide figures and graphs to present your data and a small discussion section.
This poster will be due at the end of the semester (exact date TBD).

General Class Structure (2 hours):

9:15   - Class begins
                  - General Questions
                  - Presentations (* Most classes will have multiple presentations)
                  - Short lecture from instructor or guest speaker (only when there are no presentations)
                  - General Discussion

11:00   - End of class

Weekly Schedule:

Weekly (when you are not presenting)	When you are the Presenter:
Every Week **Assess opens (Peer feedback)** **Assess Closes (Peer feedback due)** **Class**	*Week Before Presentation* **Class** **Create (First draft of thought paper due)** *Week of Presentation* **Reflect opens (presenter reviews feedback)** **Presentation (Class)** **Final version thought paper due**

Note:
1. [Reviewers] You are required to provide peer feedback every week. Late feedback will not be accepted as your peers need time to incorporate your comments.
2. [Presenters] Drafts of presentations are to be submitted prior to your presentation. Also, the final version of your presentation is due the week following your presentation. Neither of these will be accepted late.

Academic Writing

Writing assignments make-up a large component of this course. If you are not comfortable with your writing abilities, or would like a quick refresher on specific topics, then be sure to make use of the following two excellent resources:

UTSC Writing Centre: AC 210, http://www.utsc.utoronto.ca/~tlsweb/TWC/index.htm
-- offer 20 min. drop in sessions, or 50 min. 1-1 sessions.

U of T Advice on Academic Writing: http://www.utoronto.ca/writing/advise.html
-- a fantastic source of materials on writing.

Policies on Missed Assignments:
Given that a large portion of your mark is based on your presentation and class participation, it is critical that you attend each class and actively participate. If you miss a day in which you were assigned to present, you need to provide proper documentation. There will however, be no opportunity to make up for missed presentations (unless a space becomes available). Given that you provide proper documents, your final poster will be reweighed accordingly. If you missed to submit your feedback on a given week, you also need to provide proper documentation. In this case, your feedbacks for the rest of the weeks will be reweighed.

Policies on Academic Integrity
Please review the UTSC Code on Academic Behaviour:
http://www.utsc.utoronto.ca/courses/calendar/University_of_Toronto_Policies.html#Code_of_Behaviour_on_Academic_Matters

Access*Ability*
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Access*Ability* Services Office as soon as possible. The UTSC Access*Ability* Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.