PSYC 3015
Intelligence and Differential Psychology

Unit of Study Code: PSYC3015

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Format of Unit:
2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks
1 x 2 hour Library Research/Study x 2 weeks

Credit Point Value:
6 Credit Points

Prerequisites:
PSYC (2014 or 2114) plus one other Intermediate Psychology Unit from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113)

Assessment:
Classwork:
4 Tutorial quizzes, in weeks 4, 6, 9, and 13, worth 5% each of the total marks for this unit of study – 20% (see tutorial outline).

In addition, as part of the course requirement, students will write a 2000 word report (30%). The report is due week 7, Monday April 20th at 4p.m.

Examination:
A 2 hours examination, consisting of short-answer and/or multiple choice questions, is worth 50% of the total marks for this unit of study.

Evaluation of teaching and learning:
Date: Week 13 of the semester
Type: Questionnaire
Unit of study general description:
The aim of this unit of study is to provide an overview of different perspectives on the construct of intelligence and personality and to build a critical platform from which both empirical evidence and theoretical propositions can be evaluated. Two broad methodological approaches will be considered, compared, and contrasted in relation to cognitive and non-cognitive abilities and their potential overlap. (a) The individual differences approach to the study of intelligence and personality broadly defined which serves as the basis of much of contemporary psychological assessment in clinical, educational and organizational settings and (b) the experimental approach to cognitive abilities which use experimental methods to study the information-processing components that underlie intellectual performance.

Graduate Attributes and Student Learning Outcomes for Intelligence and Differential Psychology:
Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate attributes and student learning outcomes will be developed through lectures, tutorial and assessment activities in particular. They will be assessed primarily in the laboratory report/ essay, tutorials quizzes, and in the final examination.

1: Knowledge and Understanding of Intelligence and Differential Psychology
Display basic knowledge and understanding the major concepts, theoretical perspectives, empirical findings, and historical trends in Intelligence and Differential Psychology

Student learning outcomes:

   a. Evaluate basic features of contemporary theories of intelligence, cognitive abilities, and personality
   b. Understand basic principles of assessment of intelligence and personality and the interpretation of test scores
   c. Assess the main findings in studies examining the cognitive correlates of intelligence
   d. Understand the main findings in studies examining information-processing theories of intelligence
   e. Understand the main findings in studies examining psychobiological and interpersonal theories of personality

2: Research Methods in Intelligence and Differential Psychology
Understand, apply and evaluate basic research methods in Intelligence and Differential Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

   a. To critically evaluate major theories and research findings in human cognitive abilities, intelligence, and personality
   b. To interpret statistical analyses and typically methodology used in the area.
3: Critical Thinking Skills in Intelligence and Differential Psychology
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

Student learning outcomes:

a. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, and intellectual engagement.
b. Evaluate the quality of information, including differentiating empirical evidence from speculation.
c. Evaluate issues and behaviour using different theoretical and methodological approaches.
d. Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.

4: Communication Skills in Intelligence and Differential Psychology
Communicate effectively in a variety of formats and in a variety of contexts

Student learning outcomes:

a. Write a standard research report using American Psychological Association (APA) structure and formatting conventions.
b. Write effectively in a variety of other formats (e.g., essays, research proposals, reports) and for a variety of purposes (e.g., informing, arguing).
c. Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes.

5. Evidence of learning:

In accordance with the assessment procedures for Psychology 3, meritorious performance in this unit of study will involve:

a. Demonstrating a sound understanding of the conceptual aspects of theories about the structure of cognitive abilities, personality, and related constructs, and
b. Reading the recommended references in order to further this understanding, and
c. Demonstrating an ability to question and critically evaluate the various theories and findings by applying the knowledge acquired

Satisfactory performance in this unit will involve:

a. A broad understanding of each of the theories and approaches covered, and
b. Some reading of the recommended references in order to further this understanding

To assess this evidence, there will be 4 tutorial quizzes (based on the set readings for tutorials) in weeks 4, 6, 9, and 13, and an exam of 2 hrs duration, covering the teaching outcomes listed above. The exam will be worth 50% and the tutorial quizzes 20% of the total marks for this unit. The report, due 20th April (week 7), is worth 30% of the total marks for this unit.
There is no “set” text for this unit of study. Specific readings will be provided in lectures.

Background revision reading for the course: PSYC2014 lecture materials, and set text:

The following sources are recommended reading for those interested in gaining a more “in-depth” understanding of the subject matter of this unit:


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**School of Psychology Plagiarism Policy information for Students**

Plagiarism is not permitted

i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism: [http://www.usyd.edu.au/senate/policies/Plagiarism.pdf](http://www.usyd.edu.au/senate/policies/Plagiarism.pdf)

ii) The School of Psychology will penalise all submitted work that is plagiarised;

iii) The School of Psychology is using software to detect all forms of plagiarism.

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**PLAGIARISM**

- More than 50% plagiarised
  - Unit Coordinator ensures that the student receives no marks for submitted work and requests a resubmission for a mark of zero

- Less than 50% plagiarised
  - Tutor/marker ignores plagiarised section(s) and marks remainder of submitted work, plus 10% penalty
**SYLLABUS**

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<th>Tutorial Topic</th>
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<td>Introduction and review of traits approach to personality</td>
<td>NT</td>
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<td>Conducting a systematic review of personality research</td>
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<td>Gender and Culture</td>
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<td>Interpersonal theories of personality</td>
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<td>Sex, Gender, and Personality</td>
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<td>Cultural Approaches to Personality</td>
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<td>Roberts: What is the status of a unified theory of cognition when there are individual difference</td>
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<td>Personality, religiosity and spirituality</td>
<td>NT</td>
<td>Quiz 4: Mackintosh &amp; Bennett: Fractionation of WM along the lines of Gf-Gc-Gv</td>
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| 7 | 13 | Summary and Future Directions in Personality Research; Assignment | NT/HP | |
| 14 | 14 | Individual Differences theories of Intelligence: Overview & Methods | DB | |
| 8 | 15 | Methods and the extended Gf-Gc theory | DB | |
| 16 | 16 | The two disciplines problem: Why cognitive process theories are important to ID theories | DB | |
| 9 | 17 | Why cognitive process theories are important to ID theories II | DB | |
| 18 | 18 | Baddeley’s multicomponential WM model | DB | |
| 19 | 19 | Extensions of the WM model and the central executive | DB | |
| 20 | 20 | What makes a task difficult: Mental models, Deduction rules, Relational Complexity? | DB | |
| 21 | 21 | WM-Gf premise: Introduction and overview I. | DB | |
| 22 | 22 | The WM-Gf premise: Introduction and overview II | DB | |
| 12 | 23 | The WM-Gf premise: Introduction and overview III | DB | |
| 24 | 24 | A theoretical account of the processing in the Raven Progressive Matrices Test I | DB | |
| 13 | 25 | A theoretical account of the processing in the Raven Progressive Matrices Test II | DB | |
| 26 | 26 | Summary and Future Directions in Intelligence Research | DB | |

* Readings will be provided in lectures; There may be slight changes to this based on how the course progresses

**Tutorial Quiz Papers**


The University of Sydney Library is a distributed system of 14 libraries with a collection of over 5 million items. Fisher Library is located on Eastern Avenue, Camperdown Campus. Fisher Library has the most resources relevant to Psychology.

Poppy Prezios is your Psychology Faculty Liaison Librarian. You can find her at Badham Library Ground Floor, Badham Building Science Rd, Camperdown Campus. You can phone her on 0434 606 913 or email at p.prezios@library.usyd.edu.au.

Psychology books in high demand
Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection. Most of the required and recommended items will be here. Details of items required can be located in the catalogue. http://opac.library.usyd.edu.au/search/r

Psychology Guide
includes links to Psychology databases, internet resources, information on tests and more. http://libguides.library.usyd.edu.au/psychology

Finding items on your reading lists
Your reading lists will contain different styles of citations, depending on the type of publication. The link below will take you to help on finding items on your reading list. http://elearning.library.usyd.edu.au/learn/readinglist/index.php