

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 20 th 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.

TEXT

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:
Murphy, K., Davidshofer, C., Maltby, J., Day, L. & Macaskill, A. (2008). *Personality, Individual Differences and Intelligence*. Frenchs Forest, NSW: Pearson Education Australia.

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

Wilhelm, O., & Engle, R. W. (Eds.). (2005). *Handbook of Understanding and Measuring Intelligence*. London: Sage.

Mackintosh, N. J. (1998). *IQ and Human Intelligence*. Oxford: Oxford University Press.

Matthews, G., Deary, I.J., & Whiteman, M.C. (2003) *Personality Traits* (2nd ed.). Cambridge: Cambridge University Press

School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted

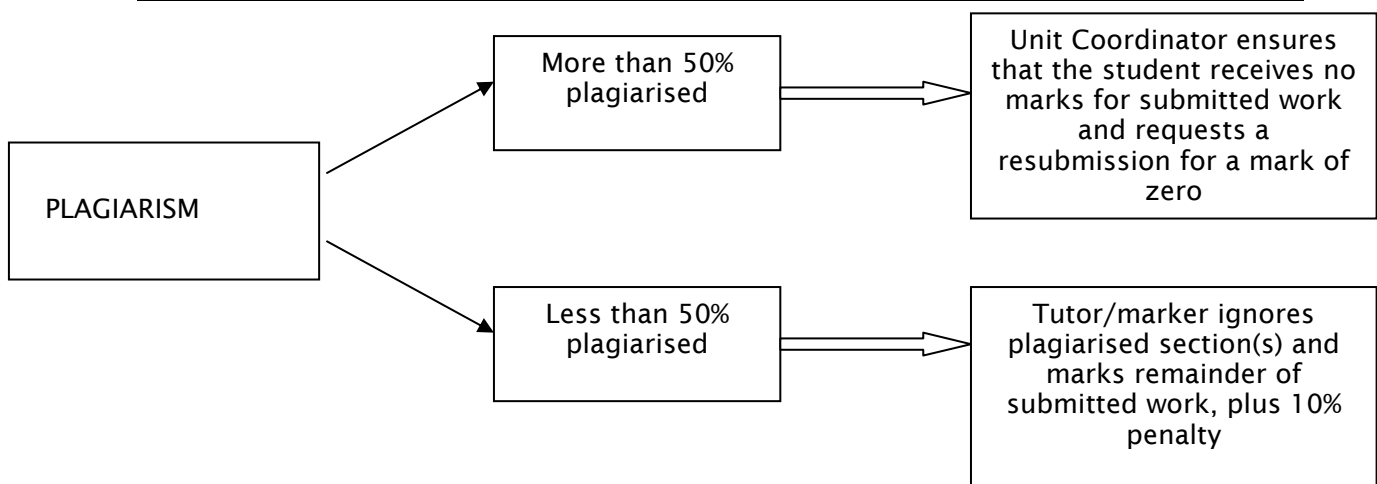
i) Are you sure you know what plagiarism is?

Please refer to the University policy on plagiarism:

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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.



SYLLABUS*

W	L	Lecture Topic	Lecturer	Tutorial Topic
1	1	Introduction and review of traits approach to personality	NT	No Tutorial
	2	Psychophysiological approaches to personality I	NT	
2	3	Psychophysiological approaches to personality II	NT	Conducting a systematic review of personality research
	4	Interpersonal theories of personality	NT	
3	5	Sex, Gender, and Personality	HP	Gender and Culture
	6	Interpersonal Aspects of Personality	HP	
4	7	Personality & health	NT	Quiz 1: Britt and Shepperd (1999): Trait relevance and trait assessment
	8	Personality & psychopathology	NT	
5	9	Personality and Forensic Psychology	HP	Traits or Situations?
	10	Evolutionary theories of personality	NT	
6	11	Cultural Approaches to Personality	HP	Quiz 2: Markus & Kitayama
	12	Personality, religiosity and spirituality	NT	
BREAK				
7	13	Summary and Future Directions in Personality Research; Assignment	NT/HP	Assignment Due The Big three vs. the Big Five: Who gets the cigar?
	14	Individual Differences theories of Intelligence: Overview & Methods	DB	
8	15	Methods and the extended Gf-Gc theory	DB	Library Research/Study
	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 2	DB	Quiz 3: Horn and Noll (1994)
	18	Baddeley's multicomponential WM model	DB	
10	19	Extensions of the WM model and the central executive	DB	Strategy Adaptivity Raven's Progressive Matrices
	20	What makes a task difficult: Mental models, Deduction rules, Relational Complexity?	DB	
11	21	WM-Gf premise: Introduction and overview I.	DB	Roberts: What is the status of a unified theory of cognition when there are individual difference
	22	The WM-Gf premise: Introduction and overview II	DB	
12	23	The WM-Gf premise: Introduction and overview III	DB	Library Research/Study
	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	Quiz 4: Mackintosh & Bennett: Fractionation of WM along the lines of Gf-Gc-Gv
	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

Quiz 1: Britt, T.W. & Shepperd, J.A (1999): Trait relevance and trait assessment. *Personality and Social Psychology Review*, 3, 108-122.

Quiz 2: Markus, H. R., Kitayama, S. (1998). The Cultural Psychology of Personality. *Journal of Cross-Cultural Psychology*, 29, 63-87.

Quiz 3: Horn, J., & Noll, J. (1994). A system for understanding cognitive capabilities: A theory and the evidence on which it is based. In D. K. Detterman (Ed.), *Theories of intelligence* (pp. 151-203). Norwood, NJ: Ablex Publishing Corporation. [only pages 151 – 175]

Quiz 4. Mackintosh, N. J., & Bennet, E. S. (2003). The fractionation of working memory maps onto different components of intelligence. *Intelligence*, 31(6), 519-531.

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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.

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