

Psy 339H: Honors Psychological Testing

General Course Description:	Briefly describe the non-Honors version of the course (or attach syllabus). See attached syllabus
Honors Contract Topic:	<p>Summarize this project and explain how it individualizes the course.</p> <p>TOPIC</p> <p><u>Science or Fiction? Intelligence, Heredity and Social Class: A look at the science and statistics in the study of the racial and gender factors in the heritage of cognitive abilities; and speculations on their effects on class status and social inequality.</u></p> <p>Investigative research paper regarding the controversial issues raised in the 1994 book <i>The Bell Curve: Intelligence and Class Structure in American Life</i>, by Richard Herrnstein and Charles Murray. Murray and Herrnstein contend that there are substantial group differences in intelligence and that these stem from genetic factors and profoundly influence social structures in America and elsewhere. Hailed as visionary and thorough, and reviled as racist and scientifically suspect, this book remains some 13 years later, a source of discomfort and heated debate in psychology.</p> <p>This paper is a special investigation beyond that required of the rest of the students in PSY 339.</p>
Methodology/Approach:	<p>List the activities the student will do to complete the project.</p> <ol style="list-style-type: none"> 1. The first Honors Project will consist of a review of the book <i>The Bell Curve</i>, and then a study of the scientific, political and moral debates that have arisen since its publication. The paper should have at least ten (10) sources, including email and internet contact with leading professionals and/or professors who have published learned commentary on Murray and Herrnstein's claims. 2. In addition the student will read and critique a historically important research article related to the primary paper she is producing. This article will be one of the suggested 10 references for the paper; however, the student will produce an additional analysis of their quality and validity, in keeping with the assignment. 3. The student will produce a psychological evaluation containing three components: a complete intelligence measure, a personality assessment and a career inventory.
Resources:	<p>List specific resources for gathering information for the project.</p> <p>A. The student will use journals, newspapers and book for sources and will be directed to contact the following notable persons in intelligence research (among others):</p> <ol style="list-style-type: none"> 1. University of Minnesota: Thomas Bouchard & University of Delaware: Dr. Linda Gottfredson, both outspoken proponents and publishers of ideas espoused in <i>The Bell Curve</i>. 2. Tufts University: Dr. Robert Sternberg, creator of the Triarchic theory of Intelligence and University of Cape Town, South Africa: Leon Kamin, both openly antithetical to <i>The Bell Curve</i> ideas 3. the Indiana University website on Human Intelligence, for sources and authors influential in the debates over heredity and IQ. <p>B. For the evaluation, the student will use the available testing instruments from the TLU psychology Dept. and will receive more extensive private tutorials on the administration of a complete evaluation. This will be done by the Professor, and also</p>

	<p>the student will have the opportunity to visit Trinity University's Dept of School Psychology to observe graduate students via two-way mirror, as they learn advanced testing skills.</p>																								
<p>Evaluation:</p>	<p>Explain the standards for grading the student's work and percent of the semester grade for the project. Please detail how the course grade will be determined for both non-honors and honors students.</p> <p>A. Paper: Typically for this course, students study the issue of intelligence testing and its historical abuses or misuses and respond via test essay. Students also critique an original research article, drawn from a journal of psychological testing and assessment. The student's paper will combine both exercises in a complete and thoroughly researched paper. Her research critique will be attached to the paper and factored into it, as it will provide part of the information for the paper. This critique will not receive the separate grade that non-honors students receive. The grading standard will be adjusted to reflect how well this resource was evaluated and integrated into the overall paper, rather than how well the process of critical analysis was followed, since the student is expected to be able to perform this level of analysis already.</p> <p>B. Evaluation Component: The student will complete a psychological evaluation of a consenting subject of her choice that is more extensive than the typical semester project, and approximates that which would be done in a first-year graduate assessment course. Her efforts will be expected to result in an approximately 10-12 page report on the examinee and a critical review of the tests used. As a final project all students produce a limited psychological evaluation, with an evaluation of the test instruments used. The course requirement is to select a subject, obtain consent and complete a short evaluation with 4 subtests of an intelligence scale and one other measure of the student's choosing. Typically, a student produces a paper that is 6-8 pages in length, of which the first 3 are the test backgrounds and reviews, 1-2 pages are client interview and 3 are testing results and interpretation. The student's report will require the same relative percentages, but will be more extensive as she will utilize more of the instruments and have more data available about her subject for analysis and evaluation.</p>																								
<p>Grade Distribution/Criteria:</p> <p>Course Component</p> <p><u>Attendance/participation</u></p> <p><u>Homework Assignments 4 @ 15</u></p> <p><u>Psychological testing & report</u></p> <p><u>Special Research Project</u></p> <p><u>Research article critique</u></p> <p><u>Exams: 3 @ 100 points</u></p> <p><u>Final exam</u></p> <p style="text-align: right;">TOTAL POINTS</p> <p>SUM</p> <p>Other Items:</p> <p>Extra credit (as assigned)</p>	<p>Please list the grade breakdown for both non-honors and honors students in the course.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Non-Honors (Pts)</th> <th style="text-align: left; width: 50%;">Honors (Pts)</th> </tr> </thead> <tbody> <tr> <td><u>50 pts</u></td> <td><u>50 pts</u></td> </tr> <tr> <td><u>60 pts</u></td> <td><u>60 pts</u></td> </tr> <tr> <td><u>200 pts</u></td> <td><u>150 pts 16-18% of grade</u></td> </tr> <tr> <td><u>100 pts</u></td> <td><u>150 pts 16-18% of grade</u></td> </tr> <tr> <td><u>300 pts</u></td> <td><u>factored in to special paper topic-10% of its grade</u></td> </tr> <tr> <td><u>125 or 200 points</u></td> <td><u>300 pts 32-35% of grade</u></td> </tr> <tr> <td><u>(depending on status (see syllabus))</u></td> <td><u>125 or 200 points</u></td> </tr> <tr> <td><u>835 or 910 pts possible</u></td> <td><u>(depending on status (see syllabus))</u></td> </tr> <tr> <td><u>100%</u></td> <td><u>835 or 910 pts possible</u></td> </tr> <tr> <td></td> <td><u>100%</u></td> </tr> <tr> <td>14 points maximum</td> <td>14 points maximum</td> </tr> </tbody> </table>	Non-Honors (Pts)	Honors (Pts)	<u>50 pts</u>	<u>50 pts</u>	<u>60 pts</u>	<u>60 pts</u>	<u>200 pts</u>	<u>150 pts 16-18% of grade</u>	<u>100 pts</u>	<u>150 pts 16-18% of grade</u>	<u>300 pts</u>	<u>factored in to special paper topic-10% of its grade</u>	<u>125 or 200 points</u>	<u>300 pts 32-35% of grade</u>	<u>(depending on status (see syllabus))</u>	<u>125 or 200 points</u>	<u>835 or 910 pts possible</u>	<u>(depending on status (see syllabus))</u>	<u>100%</u>	<u>835 or 910 pts possible</u>		<u>100%</u>	14 points maximum	14 points maximum
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