

Syllabus: THINKING

Psych 330, Spring 1998, MWF 13-13:50, 138 Gilbert

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Course Description: This course has three interrelated goals:

- 1) Introduce you to some different ways of thinking about thinking and intelligence
- 2) Deepen your understanding of your own and others' thinking abilities and processes
- 3) Allow you to practice and improve your critical and creative thinking skills, drawing on a range of different "intelligences": linguistic, emotional, logical, musical, spatial, interpersonal, intrapersonal, kinesthetic

1. Required Readings

(All available at UO bookstore: total cost about \$64)

	Abbreviation
Howard Gardner, <i>Frames of Mind</i> (1993 edition), BasicBooks. Chs 1-10	FM
Daniel Goleman, <i>Emotional Intelligence</i> (1995), Bantam. Chs 1-8 & various	EI
Temple Grandin, <i>Thinking in Pictures</i> (1997), Vintage. Chs 1,3-5,7,9-10	TIP
Howard Gardner, <i>Extraordinary Minds</i> (1997), BasicBooks. Whole book	EM

Total assigned reading: about 740 pages.

2. Participation. Attendance at class is **required**. Your participation grade will be based on groupmates' evaluations of the quality of your participation in group exercises, quizzes, and projects.

**** NOTE: If you cannot attend class faithfully, you should not take this course *****

3. Small group structure. You will be working together in small groups on quizzes and a group project. You will belong to two different groups. One set of groups will be composed to be diverse in intelligence profiles. The diverse groups will complete group quizzes together. The other set of groups will be composed based on a common strength among members. These groups will complete the group project together, focusing on that strength. This will be a context to develop your interpersonal thinking skills and to learn about how others think in ways that are similar to and different from your own characteristic ways of thinking. The first group will be known as your **regular group**; the second as your **project group**.

4. Quizzes. There will be five quiz sets to ensure that students have grasped the theories and concepts upon which the course is based. Quizzes will cover assigned reading and lectures. Students will complete an individual quiz first, hand in their scantrons, and then complete a group quiz, which will include some of the items that were on the individual quiz. Format will be multiple choice (individual quizzes) and multiple choice plus short answer (group quizzes).

5. Individual project. You will complete a project that reports on your exploration of two types of intelligence--one that is a strength for you and one that is a weakness. The emphasis for this project is on creative exploration, experimentation, and introspection. In your report, you will (1) describe what you did in your exploration and (2) compare and contrast similarities and differences in your own thinking processes and experiences in exploring the two intelligences. This is a way to explore two types of thinking --one that fits well with how your mind works, and one that does not. The text of the project should be between 5 and 10 double-spaced pages. No limit on drawings, diagrams, tape recordings, or other attachments.

Suppose the two intelligences you choose are spatial (weakness) and interpersonal (strength). For the first, you might include your efforts at architectural drawing, report on visits to a museum, and provide maps of campus you drew from memory before and after walking around campus while consciously orienting yourself to landmarks. For the second, you might report on your efforts to identify and resolve conflicts in a group you belong to, or to improve your relationship with a family member. You might practice guessing how people around you (roommates, romantic partner) are feeling and check your accuracy. You might interview people in several other classroom groups and diagram the relationships in that group using a sociogram.

6. Group project. Together with others in a group of 2-3 members who share a common strength, you will develop an assessment instrument for one of the seven intelligences identified in FOM, or for one or more of the five domains of emotional intelligence identified in EI. Because there has been so much emphasis on linguistic and logical-mathematical intelligence in standard intelligence and ability testing (think SATs), groups working in these areas will need to come up with assessment instruments that are distinctly different from the approach taken in those familiar tests. The assessment instrument may include paper-and-pencil questionnaires with objective choice,

Likert scales, or open response; rely on self-report or observer-report; involve creating products, performing tasks, or solving puzzles; employ structured or unstructured interviews; rely on content analysis, clinical judgment, or quantitative analysis; or combine one or more of these strategies. Group members should try their instrument out on themselves and on other consenting adults they know, and will also have a chance to assess volunteers from the class.

The project report should (1) introduce the intelligence being assessed, referring to class readings and any other readings consulted, (2) present the instrument and explain the rationale behind its design, (3) summarize the results of trying it out, (4) discuss what worked well and what was problematic, (5) suggest ways you might change the instrument to improve it. Completing this project successfully will require a combination of critical and creative thinking, the use of emotional/interpersonal skills to collaborate with others, and the use of linguistic and logical-mathematical skills (and possibly spatial skills in creating graphs or tables) in presenting and writing up the project report.

7. Optional final. A final exam including multiple-choice and short-answer questions will be administered at the scheduled final exam time. Students may choose to take the final to improve their grade on the quiz portion of the course.

Point breakdown for grades:

Quality of Participation:	10	as judged by group members
Quizzes:	40*	Best 4 out of 5 quiz sets worth 10 points each
Individual project:	25	
Group project:	25	scores may differ across members
TOTAL points	100	

*If **optional final** is completed, the final and the quizzes will each be worth 20 points, unless the grade on the final is worse than the overall score on the quizzes. In other words, you can't harm your grade by taking the final, only improve it.

A+	97-100	C	70-73
A	90-96	C-	67-69
A-	87-89	D+	64-66
B+	84-86	D	60-63
B	80-83	D-	57-59
B-	77-79	N	< 67
C+	74-76	P	≥ 67

Overview of schedule

Q=quiz, IP=ind project, GP = group project

Assigned reading for each week should be completed by Friday.

Except for Q5, quizzes will be on Mondays and will cover readings and lecture from the previous week or weeks. Q5 will be on Monday and cover EM book.

	Reading	#pages	Quizzes	Assignments	Activities
Week 1	FM Chs 1-4	(70)			Form groups
Week 2	FM Chs 5-7	(100)	Q0		
Week 3	FM Chs 8-10	(100)	Q1	select IP topic	
Week 4	EI Chs 1-8	(125)			GP meetings
Week 5	EI 3chs, Pts 3-5	(50)	Q2	GP progress report	
Week 6	TIP Chs 1, 3-5	(65)	Q3		GP class assess
Week 7	TIP 7, 9-10	(60)		IP progress report	GP class assess
Week 8	EM Ch. 1-3	(50)	Q4	GP draft Monday	
				GP final Friday	GP meetings
Week 9	EM Chs 4-9	(110)	Q5 (Friday)	IP draft Wed	Peer editing IP
	*No class Monday				
Week 10	No reading			IP due Friday	Evaluations

Finals week : Optional final, Wed June 10, 1-3 PM