

**George Mason University
College of Education and Human Development
Educational Psychology Program**

EDEP 653, Section 001: Culture and Intelligence
3 Credits, Spring 2023
Wednesdays 4:30 – 7:10 p.m.
Hanover L003

Faculty

Name: Anthony E. Kelly
Office Hours: Before class and by appointment, preferred contact is email and Zoom
Office Location: Thompson Hall, 2402 Fairfax
Office Phone: 703 993 9713, but email is preferred and should be used first
Email Address: akelly1@gmu.edu

Prerequisites/Corequisites: None

University Catalog Course Description

Explores different theoretical perspectives on intelligence as they relate to individual and cultural differences. Examines issues related to heritability and measures of intelligence, and intelligence in the cultural context.

Course Overview

EDEP 653 promotes a comprehensive view of definitions and theories of intelligence by taking a global and multi-cultural perspective. The focus will be on each student approaching the issue of assessing or measuring intelligence from a personal design perspective.

Non canonical (i.e., non Anglo-US) perspectives, and recent findings from a range of sciences emphasize dimensions that consider more personal, situated and cultural aspects including theories of creativity, wisdom and happiness. The course also explores the educational implications of theories of intelligence.

Course Delivery Method

This course will be delivered using a lecture, and seminar, format.

The classes involve research, use of professional web sites, discussions, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class. Please note that because you have much to learn from each other, and because learning and teaching are often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to

develop your teaching and researching skills.

Students are encouraged to independently study topics from the list here, (or other topics with instructor approval). Among the **list** of topics to consider are: creativity, problem solving, “multiple intelligences”, wisdom, successful intelligence with classroom implications, “collective IQ,” self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence. During the semester, topics will be actively discussed in class sessions as part of “deep dives” – more substantive explorations of each topic. As time allows, class sessions may include creative problem-solving tasks assigned by the instructor.

This course will be delivered in a face-to-face format; not online. The course is structured around readings, reflections on readings, class projects, technology activities, and writing assignments. This course will be taught using lectures, discussions, and, as technology allows, small group activities. If due to scheduling changes, a face-to-face meeting is not possible, either an asynchronous recording of the class meeting will be emailed to students, or a synchronous class session will be held using Zoom. A Zoom link will be provided if a face-to-face meeting is not possible. Ordinarily, all meetings will be face-to-face.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin in person as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider

them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Students will be able to develop an understanding of the educational implications of theories and research on intelligence as they relate to culture
2. Students will be able to understand the historical context of research on cultural differences in intelligence
3. Students will be able develop a basic understanding of alternative methods and intelligence as they relate to culture
4. Students will be able to discuss the educational challenges associated with assessment on intelligence
5. Students will be able to understand factors associated with cultural differences in intelligence
6. Students will become familiar with misconceptions about cultural group differences in intelligence
7. Students will be able to develop and reinforce their critical thinking, problem solving, oral and writing skills

Program and Professional Standards

Upon completion of this course, students will have met the following program standards:

Standard 1. Candidates will use their knowledge and skills to apply concepts, principles, and theories of learning, cognition, motivation, and development to analyze and design innovative educational activities in diverse applied settings.

Standard 2. Candidates will apply their knowledge of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to read and critique relevant products of research.

Standard 3. Candidates will apply their knowledge and skills of quantitative and qualitative research methods, including basic concepts, principles, techniques, and ethical issues, to conduct research and/or inform practice in diverse applied settings.

Standard 4. Candidates will demonstrate oral and written communication relevant to educational psychology, including knowledge and use of APA style and professional formats (e.g., oral presentations, poster presentations, article abstracts, literature reviews, research proposals, reports).

Standard 5. Candidates will demonstrate professional dispositions relevant to educational psychology such as critical thinking, collaboration, interpersonal communication, intercultural competence, ethical leadership, professionalism, and technological skills.

APA Standards

The program goals are consistent with the following Learner-centered psychological principles (APA Division 15) outlined by the American Psychological Association Presidential Task Force in Education.

Upon completion of this course, students will have met the following professional standards:

1. Principle 1: The Nature of Learning Process
2. Principle 2: Goals of the Learning Process
3. Principle 3: Construction of Knowledge
4. Principle 4: Strategic Thinking
5. Principle 5: Thinking about Thinking
6. Principle 6: Context of Learning
7. Principle 10: Developmental Influences on Learning
8. Principle 11: Social Influences on Learning
9. Principle 12: Individual Differences on Learning
10. Principle 13: Learning and Diversity

Recommended Texts:

Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. Viking Penguin.

Sternberg, R. J. & Kaufmann, S. C. (Eds.) (2011). *Cambridge handbook of intelligence*. Cambridge University Press. ISBN 978 0 521 51806 2

Sternberg, R. J. (Ed.) (2007). *Wisdom, intelligence and creativity synthesized*. Cambridge University Press. ISBN 978 052 1002714

Sternberg, R. J. & Grigorenko, E. L. (2007). *Teaching for Successful Intelligence: To Increase Student Learning and Achievement*. Corwin Press. Gould, S. J. (1996).

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.).

Additional Sources: Course materials and readings available on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, soft copy, hard copy).

All written assignments should be posted through the assignment folder on Blackboard.

1. Article Critiques: Students will critique and evaluate two articles that examine various aspects of culture and intelligence. One should be a quantitative treatment, and the other a qualitative (or mixed methods) treatment. You may choose from the articles supporting the various themes, those assigned in class (or substitute others with approval). Two pages for each

article, double-spaced, not including title page or references. The first critique is due week 7. Feedback will be given after submitting the first critique. The other critique is due week 11; see Blackboard for upload links. Critique papers must adhere to the APA Publication Manual Guidelines.

2. Individual Research Paper:

Each student will write a comprehensive literature review and considered analysis examining how one of the themes in the course illuminates different cultural definitions of intelligence. Among the list of topics (discussed during class) to consider are: creativity, problem solving, “multiple intelligences”, wisdom, successful intelligence with classroom implications, “collective IQ,” self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence. Students may frame their analysis of the construct of intelligence from the perspective of one or more theories of learning, such as sociocultural or situated cognition or other theory of learning. The paper should be double-spaced, with standard margins, and use 12-point font. All research papers must adhere to the APA Publication Manual Guidelines.

Each paper should have an abstract, an introduction, main body, and a summary/conclusion section.

In order to allow students sufficient space to cite relevant literature, express their own ideas cogently and to critique the concepts of intelligence, papers should be at a minimum 10 pages, double-spaced, not including references or abstract; the maximum is 15 pages, double-spaced, not including references or abstract.

3. Group slides and group presentation on students’ perspective on intelligence. In discussion with the instructor, students will form groups to present on the topic agreed with the instructor. Based on the reading and other sources (e.g., examples of cultural practices sourced from the Internet or otherwise) the group will prepare a presentation, which should use the following sections: (1) the perspective taken on definitions and theories of intelligence; (2) the influence(s) of this definitions on theories of intelligence; (3) current research in the topic; (4) a description of how intelligence might be measured (or not) from this perspective; (5) what the implications are for theorizing about intelligence, and (6) any implications for teaching or learning. Time will be allowed for questions and answers, and there will be opportunity for class discussion following each presentation.

4. Library and Paper-preparation Skills: Each student will demonstrate proficiency in using library informational skills to identify relevant research and scholars; and to use Zotero to manage their papers and prepare manuscripts. Evidence of being able to collect, classify, and draw on high quality publications, and to prepare papers with appropriate bibliographies should be reflected in the article critiques and other written products.

5. Class Participation: Because of the importance of lecture, discussion, and online participation in the total learning experience, students are encouraged to both attend and participate during in person classes and any online activities regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These

elements of behavior will reflect the professional attitude implied in the course goals. If students miss a class, they must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

Grading

Library and paper-preparation skills	10 points
Article Critiques (2)	20 points total (10 points each)
Individual Research Paper	30 points
Group Work	20 points for integrated slide <u>content</u> 10 points for <u>presentation</u>
In Class/Online Assignments, Participation, and Attendance	10 points
Total	100 points

Grading Scale

A+ = 98 – 100

B = 83 – 87

A = 93 – 97

B- = 80 – 82

A- = 90 – 92

C = 70 – 79

B+ = 88 – 89

All written assignments must be typed and must follow APA format. Grading on written work will take into account the following factors: quality of written work, knowledge of content area, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment is subject to a penalty of 5% of the award for every day that it is overdue.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone

confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Attendance and Participation Rubric

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a. Be punctual, present and attentive, and well prepared for class.
- b. Participate fully in class activities and assignments—take an active part in small and large group discussions (without dominating conversations) and pay attention to class lectures.
- c. Make insightful comments, which are informed by required readings, and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d. Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.
- e. Avoid using electronic devices for personal communication or other non-class-oriented purposes during class time.

Each of these criteria will be assessed on a 5-point scale:

5 = Student *consistently* demonstrated the criterion throughout the semester.

4 = Student *frequently* demonstrated the criterion throughout the semester.

3 = Student *intermittently* demonstrated the criterion throughout the semester.

2 = Student *rarely* demonstrated the criterion throughout the semester.

1 = Student *did not* demonstrate the criterion throughout the semester.

Date	Class Activity	
	Readings/activities	Assignments
Session 1 Jan. 25	<p>Introduction to course, description of syllabus; an exploration of students' assumptions about intelligence with detail about the cultural background that supports these beliefs or assumptions.</p> <p>Introduction to selected themes for the course including creativity, problem solving, "multiple intelligences", wisdom.</p> <p>successful intelligence, "collective IQ," self-regulation, attentional processes, non-Western views of intelligence, diversity issues, and the role of emotions in defining intelligence (or other topic agreed with the instructor.)</p>	<p>Review Blackboard readings for each topic (by folder).</p>
Session 2 Feb. 1	<p>Library science assignment.</p> <p>Continued discussion on themes for the course. (Extended class and small group discussion).</p> <p>Initial team-formation. Early discussion of roles within each group.</p>	<p>Group and individual discussion and selection of student topics.</p> <p>Review Blackboard readings for each topic</p>
Session 3 Feb 8	<p><i>Deep dive 1.</i></p> <p>Developing a language for analysis and description.</p> <p>Group and individual discussions about how findings about cognitive information processing and attentional capacity may influence how you think about your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p> <p>See papers on attentional capacity on Blackboard.</p>	<p>Discussion of student topics/papers.</p> <p>Review of <i>Thinking Fast, Thinking Slow</i> by Kahnemann</p> <p>Problem solving strategies: Polya.</p>
Session 4 Feb 15	<p><i>Deep dive 2.</i></p> <p>Review of key papers on the importance of Sternberg's idea of successful intelligence with classroom implications for theorizing about theories of intelligence.</p> <p>Group and individual discussions about how findings about how the ideas about successful intelligence may</p>	<p>Discussion of student topics/papers</p>

	<p>impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p>	
<p>Session 5 Feb. 22</p>	<p><i>Deep dive 3.</i> Review of key papers on the importance of “multiple intelligences” for theorizing about theories of intelligence. Group and individual discussions about how findings about “multiple intelligences” may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on “multiple intelligences” on Blackboard.</p>	<p>Discussion of student topics/papers</p>
<p>Session 6 Mar. 1</p>	<p><i>Deep dive 4.</i> Review of key papers on the importance of creativity for theorizing about theories of intelligence. Group and individual discussions about how findings about creative capacity may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence.</p>	<p>First review article due by next week; (upload to BBoard)</p>
<p>Session 7 March 8</p>	<p><i>Deep dive 5.</i> Review of key papers on the importance of “collective IQ” for creativity decision-making, and problem solving. Group and individual discussions about how findings about collective IQ may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on “collective IQ” on Blackboard.</p>	<p>Upload First article review due midnight</p> <p>Discussion of student topics and papers</p>
<p>Session 8 March 15</p>	<p><i>Spring recess, no class meeting</i></p>	
<p>Session 9 March 22</p>	<p><i>Deep dive 6.</i> Review of key papers on the importance of definitions of intelligence from different cultures for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about non-Western views of intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on non-Western views on intelligence on Blackboard.</p>	<p>Discussion of student topics and papers</p>

Session 10 March 29	<i>Deep dive 7.</i> Review of key papers on the importance of emotional intelligence for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about emotional intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on “emotional intelligence” on Blackboard.	Discussion of student topics and papers.
Session 11 April 5	<i>Deep dive 8.</i> Review of key papers on the importance of wisdom for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about wisdom may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence. See papers on wisdom studies on Blackboard.	Discussion of student topics and papers
Session 12 April 12	<i>Deep dive 9</i> Review of key papers on the importance of diversity, especially different ethnic and historical perspectives for theorizing about theories of intelligence. Group and individual discussions about how findings about how the ideas about non-dominant cultural views of intelligence may impact your view of intelligence, how the concept is developed and how it could impact assessments of intelligence	Discussion of student topics and papers. Second Article review (upload to BBoard)
Session 13 April 19	Standard and received models of intelligence and intelligence testing.	Discussion of student topics and papers
Session 14 April 26	<i>Working with groups on final presentations.</i>	
Session 15 May 3	Student Presentations and Reports: Class discussions; questions and answers. Allow 30 minutes for presentations; 10 minutes for Q&A. Submit presentation slides with all student names to BB by May 3 at midnight. Final slides (with any revisions) due on BB by May 7 at midnight.	
	Final Research Paper Due May 12 at midnight on BB.	Final research paper due May 12. Upload to BBoard Subject:

		“yourname.EDEP 653 Spring 2022”
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

LIBRARY and COMMUNICATIONS SKILL ASSIGNMENT (10 points)

Tool use: Word, Zotero, NSF award search, PsycInfo.

Students will be given an assignment to identify a researcher who has received external funding for their research and scholarship. They will also use search tools to find research articles appropriate to their topics, including work by the corresponding PI if appropriate. Students will use Zotero throughout the semester to manage their library searches, including storing and preparing manuscripts for the assigned article critiques and paper. The tasks, assigned in class and recorded in BB will earn students up to 10 points. The rubric will be described in detail in the class.

Library science and professional communication assignment (10 points)

	Unsatisfactory	Satisfactory
Use of Zotero	No evidence of use of Zotero via folders and article collections.[0]	Use of Zotero as directed; evidence of use of Zotero via folders and article collections [2]
NSF award search	No evidence of use of NSF award search. [0]	Use of NSF award search as directed with products as described reported. [2]
PsycInfo (for grading purposes; other search engines may also be employed)	No evidence of use of PsycInfo. [0]	Use of PsycInfo search as directed. Evidence of articles retrieved. [4] using PsycInfo.

ASSESSMENT RUBRIC FOR ARTICLE CRITIQUES (10 points per article * 2 = 20 pts.)**Select one qualitative and one quantitative article.**

Criteria	Excellent	Adequate	Needs Significant Changes
APA Style	No significant errors (1)	Contains some significant errors in style (.5)	Paper does not adhere to APA-Style format (0)
Abstract	Conveys clearly and sequentially the content of paper (2)	Gives a general overview of paper topic, but no sequential elaboration of contents (1)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (0)
Discussion of the studies	Clearly analyzes study design, assumptions, claims, quality of evidence, and conclusions. Analyzes studies as part of a specified framework on culture and intelligence (4)	Documents study design, assumptions, claims, type of evidence, and lists conclusions. Fails to analyze the studies' claims within a specified framework on culture and intelligence (3)	Primarily repeats material in the studies without analysis, critique or interpretation (0-2)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (3)	Paper conveys the main points of the topic (2)	Errors in style format make it difficult to appreciate the content of this paper (0-1)

ASSESSMENT RUBRIC FOR INDIVIDUAL PAPER [30 points]

Criteria	Excellent	Adequate	Needs Significant Changes
Peer Reviewed Research	Contains analysis of multiple pertinent empirical studies (2)	Contains analysis of a small number empirical studies, some of which are not related to the topic (1)	General discussion that fails to analyze an adequate literature review (0)
APA Style	No significant errors (1)	Contains some significant errors in style (.5)	Paper does not adhere to APA-Style format (0)
Abstract	Conveys clearly and sequentially the content of paper (2)	Gives a general overview of paper topic, but no sequential elaboration of contents (1)	Key information is not included in the summary, or abstract does not provide a clear representation of paper contents (0)
Analysis and discussion of the studies	Creatively analyzes empirical research and relates it to the construct of intelligence. Analyzes studies as part of a specified framework on culture and intelligence (9-15)	Restates findings from empirical research without creative analysis. Fails to analyze the studies' claims within a specified framework on culture and intelligence (7-8)	Primarily repeats material in the studies without analysis, critique or interpretation (1-6)
Writing	Paper flows coherently, language is concise, thesis and discussion are well-structured, purpose of the paper is evident (5)	Paper conveys the main points of the topic (3-4)	Errors in style format make it difficult to appreciate the content of this paper (1-2)
Interpretation	Insightful, original synthesis, goes beyond the scope of the literature (5)	Analytical, draws logical conclusions based upon evidence from literature (4)	Paper primarily repeats interpretations/ conclusions of others (1-3)

ASSESSMENT RUBRIC FOR GROUP SLIDE CONTENT [20 points]

Criteria	Excellent: up to 20	Adequate: up to 16	Needs Significant Changes: up to 10
Group slides consisting of individual contributions, with an integration of the various perspectives.	<p>Clearly makes the case for each perspective's value for understanding culture and intelligence. [up to 10]</p> <p>The integration of the members' perspective makes a convincing holistic case that cogently critiques standard theories of intelligence. [up to 10]</p>	<p>The case for including the individual perspectives is acceptable but somewhat superficial. [up to 8]</p> <p>The integration of the individual perspectives makes a plausible case for a critique of culture and intelligence; however, the substantive impact of the integration is only moderately persuasive. [up to 8]</p>	<p>The case for including the individual perspectives is weak and underdeveloped [up to 5]</p> <p>The integration of the perspectives is superficial. The combined impact of the perspectives is unpersuasive. [up to 5]</p>

ASSESSMENT RUBRIC FOR GROUP PRESENTATION (10)

Criteria	Excellent (10)	Satisfactory (7)	Inadequate (5)
Time	Clearly addresses content within time limit (2)	Ends within time limit, but presentation not fully finished (1)	Overly short or overly long (time limit not adequately considered) (0-1)
Content and creative analysis	Central points of the paper are covered cogently, creatively and insightfully; cultural analysis is compelling (4)	Most points covered, but content does not extend creatively beyond the studies reviewed (3)	Poorly selected points or failure to address creative and cultural insights about the construct of intelligence (0-2)
Organization	Clear and coherent, easy to follow; individual contributions add to a satisfactory whole presentation (2)	Reasonably well organized, but order does work well in the time limit; weak individual work (2)	Disorganized, confusing to the audience and instructor (0-1)

Oral presentation	Articulate, professional, engaging (2)	Professional presentation, but delivery detracts from its impact (1)	Poor communication skills that detract significantly from the presentation (0-1)
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ASSESSMENT RUBRIC FOR PARTICIPATION AND ATTENDANCE (10)

Element	Level of Performance			
	Distinguished 10	Proficient 8	Basic 5-7	Unsatisfactory 1-4
Attendance & Participation 10 points. Possible	The student attends all online classes, is on time, is prepared and follows outlined procedures in case of absence, the student actively participates and supports the members of the learning group and of the class. The student participates in all online Blackboard activities and discussions and provides reflective feedback to peers online.	The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class. The student participates in online activities and discussions.	The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. The student does not participate in some online activities and discussions.	The student is late for class. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in class discussions or online discussions.