

# INTELLIGENCE INTG290 SPRING 2001 SEMESTER

## Instructors:

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## Texts:

1. Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). *Women's ways of knowing*. New York: Basic Books.
2. Gardner, H., Kornhaber, M., & Wake, W. (1996). *Intelligence: Multiple perspectives*. Orlando, FL: Harcourt Brace.
3. Kingsolver, B. (1998). *The Poisonwood Bible*. New York: HarperCollins

## **I. ABOUT YOUR INSTRUCTORS**

### **William F. Ford**

I have been a member of the psychology faculty at Bucks County Community College since 1976. I received my Bachelor's Degree in Psychology from the Catholic University of America in 1972 and a Doctor of Arts in Psychology from Lehigh University in 1976. My interests in Psychology include research methods, social behavior, cognition (problem solving and creativity), and philosophy. I have held a number of positions at the College in addition to teaching. These include Department Chair (1982-1989), Director of Development and Grants Coordinator (1989-1990) and Psychology area coordinator (1998 to present.)

I am one of the few people you are likely to meet that can claim Washington, D.C. as my hometown (as opposed to a temporary residence.) I live in Doylestown with my wife, Barbara (who is a staff member in the ACT101-Goals program and also teaches Algebra here at the College) and (sometimes) my three daughters. At heart I am a perpetual student; I think that teaching is the best way to learn anything. I constantly marvel that there are people in this world who would pay me to do something that I find to be so much fun. I find the way people think and act to be endlessly fascinating; I look forward to sharing that fascination with you in this course.

### **Maureen McCreadie:**

My undergraduate degree (A.B. cum laude in History of Art) is from Cornell University, where my minor area of study was comparative literature. After graduation I moved to Boston, where I earned an M.S. in Library Science at Simmons College, then worked for several years as Educational Resource Specialist at Emerson College. In 1976, I joined the BCCC faculty.

In December of 1998, after many years of juggling school, work, and family (yes, I do understand the challenges you face) I finally completed a Ph.D. in Communication & Information Science at Rutgers University. My dissertation presents a multidisciplinary theoretical framework for understanding access to information, which I hope will inform how we approach learning and seeking information, as well as teaching and making of meaning, and designing and using information systems.

My official titles are Professor and Materials Development Librarian, so my heart is in the library. Some of us are re-thinking what a library is and what a librarian does. Because of that, I have not been a traditional librarian for several years. At present I coordinate the Integration of Knowledge courses and lead the TLTR (Teaching & Learning with Technology Roundtable). The aim of both groups is to keep teachers learning about learning in the hope that by doing so, we're also learning about teaching and about how better to lead and participate with our students in the teaching/learning process.

We're venturing into this course together. Research on learning theory has convinced me that learning is something a **learner** does. The teacher simply guides that process. We will work together as partners as we learn together.

## **Marilyn Puchalski**

I came to Bucks County Community College in 1977 as an adjunct professor in the Computer Science department and have been a full-time faculty member at the college since 1982. Before joining the college, I worked in private industry as a computer programmer and systems analyst. I graduated from the College of William and Mary in 1968 with a bachelor's degree in Mathematics and later earned a masters degree in Information Science from Drexel University. My current position is Director of Academic Computing. In that role I provide leadership and support for the integration of Information Technology into the college's courses and programs. My husband, Walt, and I have two grown children who graduated from the University of Delaware and live in "The Diamond State". We live in Southampton with our very large cat, "Edward van Halen".

While my formal training is not in teaching methodologies per se, I have collected a lot of experiential data about the educational process. I find that, both as a teacher and a student, significant learning occurs when connections are made between new information and other areas of knowledge or experience. I am excited to have this opportunity to connect the theme of "intelligence" to several different disciplines, and to be both a leader and participant in the process.

## **II. WHAT IS AN INTEGRATION OF KNOWLEDGE COURSE?**

In 1991 the faculty of the College completed an extensive review and revision of the requirements for the Associate of Arts Degree. One outcome of this revision was the requirement that all students seeking the A.A. degree should take at least one course that **DID NOT** examine a topic from the perspective of only one discipline. Instead this course would examine a topic or theme using the "lenses" of at least three discipline areas (science/technology, the humanities, and the social sciences.) It was the intention of the faculty that these integration of knowledge courses be taken when the student was close to graduation (sometime in the second year.) In addition, because all integration of knowledge courses are designed to use writing as a primary tool for instruction, students should have completed at least one college level writing course.

This course is organized around the theme of intelligence. By the time children have reached school age they have begun to use words like "smart" and "stupid" to describe themselves and others. The concept of intelligence carries tremendous personal and emotional significance. There is more to this theme than we can cover in one semester. Truthfully, our aim is not to "get through it all." However, by the end of the semester we hope that you will have been challenged to consider this concept of intelligence from several different perspectives, and will come away from the course with an enhanced appreciation for your own intelligence and the connectedness (or the integration) of all knowledge.

### III. COURSE GOALS

The student will be expected to critically examine a variety of viewpoints on the issue of intelligence and to articulate and defend a personal viewpoint. The student will value the interdisciplinary approach to the issue of intelligence, and demonstrate it via discussion, expository writing, and collaborative research projects.

The course will illustrate the value of working in groups. The students will understand how to deal with the conflicts that often arise when people work in groups.

#### Instructional Objectives:

1. The student will learn and practice bibliographic research skills in the preparation of a research project on one topic related to the course theme.
2. The student will learn and practice the interpersonal skills required to collaborate effectively with others in a small group research project.
3. The students will be taught skills for identifying and dealing with interpersonal and cultural conflict as it occurs in group processes, so that all participants can receive maximum benefit. A preliminary activity will address how to work effectively in a group. As part of their work, students will then evaluate the interactions in their own group.
4. The student will practice interdisciplinary thinking by writing a final exam essay that integrates at least two disciplinary perspectives on the course theme.
5. Through the following **required topics** the student will explore the course theme from the following temporal perspectives:
  - (a) PAST- The history of attempts to measure intelligence; "classic" theories of intelligence; intelligence as a tool of social policy (e.g., eugenics.)
  - (b) PRESENT- Contemporary theories of intelligence (Howard Gardner, Robert Sternberg); artificial intelligence research and theory.
  - (c) FUTURE- The promise of artificial intelligence; promoting the expression of intelligence in self and others.

### IV. ASSIGNMENTS

1. Concept Papers. The heart of this course is a series of writing assignments and projects that are based upon the readings and the class discussions. These assignments will vary in

length and complexity; some of these assignments will involve collaboration with other students in the class, others will be strictly individual efforts. Detailed instructions for each assignment will be given. A key objective of this course is to challenge you to respond to the issues raised in class and to give voice to that response in writing.

Rewrite Policy. The purpose of the concept papers is to have you think about and respond to the issues raised during the course. We are more interested in the quality of your thinking than in your necessarily "getting it right" the first time. Therefore, if you are less than satisfied with the assessment of any of your papers you may rewrite and submit it for full credit. If you elect to rewrite your papers, please follow the following procedure:

- Speak with the instructor who assessed the paper to identify the areas of the paper that could be strengthened.
- Follow the suggestions given in the original assessment to revise the paper accordingly.
- Submit the rewritten paper along with the original paper to the instructor who assessed the paper the first time.
- Submit, also, a new "Self-Assessment Form" in which you identify the revisions that were made and explain why you think these revisions strengthen the paper.

**All rewrites are due no later than two weeks following the return of the original assignment.**

2. Final Exam Essay. At the conclusion of the course we will ask you to reflect on what it means to be intelligent by weaving together the various disciplinary strands presented in the course into a personal synthesis.
3. Participation. A key assumption in the design of this course is that everyone learns from everyone. Your active participation is a vital part of the learning experience. All students enrolled in INTG290 will be required to subscribe to an "electronic forum" that will be created for the course, and to participate in weekly on-line discussions. Once or more a week the instructors will pose questions based upon the readings. It is expected that each student will log into the forum at least once a week and read the questions and students' responses. All students are invited to participate by typing responses to the week's question and/or other students' responses to the question. **Students are expected to give thoughtful consideration and response to the questions at least once a week.** "Thoughtful" is defined as any response which:
  - Goes beyond simply agree/disagree by giving reasons or evidence.
  - Examines or questions the assumptions contained in the question or another student's response to the question.
  - Connects the question and/or another student's response to any of the assigned readings for the course or any reading the student has done.

Two credit points will be given for thoughtful participation (one or more times) in the electronic discussion for a given week. Extra credit can be earned by participation beyond the minimum.

## V. GRADING

ASSIGNMENTS	WEIGHT	MAXIMUM CREDIT
Concept Papers/Collaborative Projects: Defining Intelligence Applying the Definition of Intelligence Collaborative project: Poster Session Assessing Multiple Intelligences Collaborative project: Group presentation	65%	20 points 20 points 25 points 25 points 40 points
Final Exam	20%	40 points
Participation; On-line Discussion	15%	30 points

Total points: 200

Your final grade will be determined by the total number of credit points that you have accumulated at the end of the semester. Letter grades will be awarded according the following schedule:

<b>A</b> = 180 and above	<b>C</b> = 140 - 153
<b>B+</b> = 174 - 179	<b>D+</b> = 134 - 139
<b>B</b> = 160 - 173	<b>D</b> = 120 - 133
<b>C+</b> = 154 - 159	<b>F</b> = 119 and below

A midterm grade of **S** (satisfactory) will be recorded if you have maintained a C average in the work submitted to that point in the course.

## VI. MISCELLANEOUS

- A. On Withdrawal. If you decide not to complete the course, it is **your responsibility** to notify the college of your intention to withdraw before the deadline. (The last day for student withdrawal is indicated in the "Schedule of Events.") You may withdraw by filling out the appropriate form in the Office of Admissions and Records or by mailing a written notice of your intention to withdraw. **DO NOT ASSUME THAT THE INSTRUCTORS WILL INITIATE THE WITHDRAWAL FOR YOU!!!**
- B. On Typing. **All papers must be typed.** No handwritten copies will be accepted.
- C. On Work Handed in Late. Work that is submitted after the deadline will be considered late. If time and energy permit, we will read and give credit for late work. However, **we feel no obligation to read or give credit to work that is submitted late.** If you hand work in after the deadline, you are taking a chance. In some cases deadline extensions may be granted with the prior approval of the instructors. If extraordinary circumstances prevent you from completing assignments by the dates

given in the course schedule, please discuss your situation with one of the course instructors **before the assignment is due.**

- D. On Retaining Your Work. All work submitted for credit will be returned. In the event that there is a question about your grade, please save all work returned to you. This especially pertains to in-class writing questions that are used to log class attendance.
- E. On Writing. The instructors firmly believe that the abilities to think and write clearly are closely related. A primary objective of all "integration of knowledge" courses is to promote clear thinking about an issue from the perspective of several different disciplines. Consequently, we will be asking you to write frequently in this course. Since a prerequisite for all INTG courses is successful completion of English Composition I, we will expect you to employ all of the grammatical and rhetorical skills that you learned in that course and all other writing courses that you have taken. The Tutoring Center (located on the lower level of the Library) is available to provide assistance with writing assignments in all courses. If you use their service, please bring a copy of the assignment with you. Your instructors are also available to provide assistance with writing. We are available to provide feedback on rough drafts of papers in progress. We will also provide detailed feedback on all writing assignments, and **we encourage the rewriting of assignments.** In lieu of extra credit assignments, we encourage you to rewrite (in consultation with one of the course instructors) any assignment on which you receive a less than satisfactory grade.
- F. On Intellectual Honesty. "The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. In addition, when making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them in his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in text or offering a footnote." (BCCC Catalog.) Please consult the college Catalog for a full explanation of the policy on cheating and plagiarism.

## VII. WORDS OF WISDOM FROM THOSE WHO HAVE COME BEFORE YOU:

At the end of last semester, we asked our students to write some words of advice (and comfort) for those who would be taking this course in future semesters. Here, in their own words, is what they have to say to you.

- *The self-assessment form is your key to success. It tells you exactly what is required and how it will be graded. Stay focused on the requirements and don't waste time on unnecessary information.*
- *In order to keep things interesting, make sure you keep current with all of the readings so you know what is going on in class. Otherwise, you will be extremely bored and lost. Things become interesting when you are actively involved.*
- *You will learn a lot about yourself and others. You will never view your own intelligence or the intelligence of others in the same way again. ...Make friends with the group of people at your table. You will need a support group and having people to discuss the articles with will make things easier. Use the e-mail system; you'll need to know your way around computers later in life.*
- *Be prepared for a tough but interesting semester. Whatever you do, don't get behind in your reading! [A frequent piece of advice] Be sure to concisely and completely state your ideas in papers.*

- *Hand in all papers on time [Another frequent piece of advice]. That way you will have adequate time to write the next paper. Do your best on each paper, but remember that you can always rewrite them.*
- *You have made a good choice in selecting "Intelligence" as your Integration of Knowledge course. Though fulfillment of the requirements demands extensive time and individual input, the rewards are great. I recommend that you approach this course with an open mind, and be prepared to work. It is definitely a course that is as rewarding as you allow it to be.*
- *Take advantage of your re-write privilege. Save your paper on disk, then just insert or delete your errors or shortcomings.*
- *If you are going to rewrite a paper, don't wait until the last minute. Work on it throughout the semester.*
- *This class is one of my favorites at Bucks. You will enjoy the teaching styles and the variety of subjects that are touched on. This is a very interesting course that deserves a lot of thought, so take the time and think things through.*
- *Know that this course will require reading and writing and will take time. Class discussions and projects required are fun and not extremely difficult. The teachers are easy to talk to and encourage any questions you might have. And the best news is, well two things: no tests and opportunity to rewrite papers.*
- *This course does pay off in the end. I now have an understanding of human intelligence as well as insight into my personal development.*
- *Cherish weekends and book a vacation for the end of the semester.*
- *This course involves a lot of thinking, reading, thinking, writing, thinking and writing.*
- *Challenge yourself by tackling a paper instead of being afraid of the paper. This is your chance to express your values and opinions; take advantage of this opportunity.*
- *Ask questions, express opinions and keep an open mind to the viewpoints of others. Then enjoy the course.*
- *If you don't like to work... don't take the class!*
- *Read materials assigned prior to attending class to enable you to more fully appreciate and enter into class discussions.*
- *This class is tough, but it is the best one I ever had. The work is tough but the discussions are great.*
- *Be prepared to learn who you are. It is a lot of writing but you will actually learn something. I think if you persevere you will be happy with the outcome. To register for this course was intelligent.*
- *This course has definitely helped me improve my writing skills, organization of thoughts and time. I have a real sense of accomplishment in completing a demanding course such as this one.*