Instructor: Rick Grieve, Ph.D.
Office: 3028 Gary Ransdell Hall
Office Hours: MWF 8:00-9:00; RF 1:30-2:30
Phone: 745-4417 (office), 781-7081 (home), 779-8255 (cell phone)
e-mail: rick.grieve@wku.edu
web page: http://people.wku.edu/rick.grieve/
Class Time: MW 3:00-4:20

Course Information:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center, Room 101. The OFSDS telephone number is (270) 745-5004 V/TDD.”

"Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Course Description/Prerequisites:
Prerequisite: Permission of Instructor.
The purpose of PSY 560 (along with PSY 562) is to provide students with the opportunity to obtain competency in the administration and interpretation of intellectual assessment devices. The ultimate goal of PSY 560 and PSY 562 is to train professionals in the skills needed for competent standardized test selection, administration, and interpretation; report writing; and evaluating psychometric instruments. PSY 560 is the lecture-based component to the PSY 560-562 combination. It will include a basic understanding of psychometric principles, an appreciation of test development, the history and role of assessment, models of intelligence, current social and legal issues in testing, assessment ethics, and report writing guidelines.

Required Text:

Objectives of the course:
By the end of the course, students will:
1. be familiar with theories, concepts, and individually administered tests used to assess intelligence;
2. understand the impact familial and cultural variables have on intellectual abilities and school achievement;
3. be knowledgeable of strategies and guidelines associated with the definition of disabling conditions and become aware of the conceptual and methodological problems associated with these strategies and guidelines;
4. and will be exposed to current social and legal issues and controversies surrounding the use of intelligence and other tests in educational and psychological service settings.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 400 possible. The following percentages of total points will be used to determine exam and semester grades: >92.5 = A, 92.49-84.5 = B, 84.49-75.5 = C, 75.45-69.5 = D, < 59.5 = F. This means that >370 points = A, 369-338 points = B, 337-301 points = C, 300-278 points = D, <277 points = F.

Required Activities/ Sources of Points:
(1) A Mid-Term Examination worth 100 points (25%). The mid-term examination will be a take-home examination.
(2) A Final Examination worth 100 points (25%). The final examination will be a take-home examination.
(3) Weekly quizzes on the reading/presentation material worth 100 points (25%).
(4) Students will complete an In-Class Presentation about an intelligence test not covered in PSY 562. Presentations will be worth 100 points (25%). Presentations will be completed in pairs. Grading for the presentation will take into account the quality and quantity of information presented as well as the style in which the information is presented. More details on this to follow.
IMPORTANT INFORMATION

Attendance: You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will not be allowed to make up the missed class activities; if you miss class, you will not earn the points for that week’s quiz. In addition, you will be responsible for the materials presented in class, and will miss out on valuable practice time. Therefore, if you miss class, you will need to make arrangements to get lecture notes from a classmate and/or schedule practice time with myself. Only in extremely rare instances will I give out my notes to a person who misses class.

Academic Dishonesty: Students are expected to complete their own work. As stated in the university catalog, “students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal.” Do your own work; avoid the consequences.

Lecture Notes: Lecture notes will be posted to the class webpage. It is the responsibility of individual students to download and bring them to class. I will not provide this for you.

Expectations of Students: You are now graduate students, and, because of this, there are certain behaviors I expect of graduate students.

Desired Student Behavior:
- Attend every class
- Be punctual
- Read the assignments and participate in class discussion
- Turn off cell phones
- Listen to the discussion/lecture and ask questions as needed
- Conduct yourself in a professional manner
- Be respectful to others
- Do not talk while instruction is taking place

Undesired Student Behavior:
- Being late to class, leaving class early, or not attending class
- Talking while the instructor is talking
- Passing notes during class
- Being disrespectful
- Sleeping during class
- Talking/texting on cell phones or other electronic devices during class
- Not completing readings
- Conducting yourself in an unprofessional manner
## APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

Please note that this is an approximate schedule and I reserve the right to add readings to the reading list below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the class Varieties of Intelligence</td>
<td>Kaufman Ch 1 Nisbett Ch 1 Nisbett Appendix A</td>
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<td>2</td>
<td>History of Intelligence Assessment Heritability of Intelligence</td>
<td>Kaufman Ch 2 Nisbett Ch 2 Benson et al. (2010) Gardner, Ch. 2 Schneider (1992) Zenderland Ch. 4</td>
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<td>7</td>
<td>Correlates of Intelligence Multiple Intelligences</td>
<td>Kaufman Ch 7 Nisbett Ch 7 Gardner, Ch. 3, 4</td>
<td>Pass out mid-term exam</td>
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<td>8</td>
<td>Correlates of Intelligence</td>
<td>Goh et al. Grigorenko Ch 1 Kaufman Ch 8 Nisbett Ch 8 Schaele (1994)</td>
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<td>9</td>
<td>Diagnoses Involving Intelligence: Mental Retardation &amp; Learning Disorder Correlates of Intelligence</td>
<td>Kaufman Ch 9 Nisbett Ch 9 Sha-piro &amp; Biesinger, 2011 Vonnegut Zenderland Ch. 3</td>
<td>Mid-term exam due</td>
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<td>11</td>
<td>Ethics</td>
<td>APA (2002). Ethical principles of psychologists and code of conduct.</td>
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<td>12</td>
<td>Ethics</td>
<td>TBA</td>
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<td>13</td>
<td>Ethics</td>
<td>TBA</td>
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<tr>
<td>14</td>
<td>Presentations</td>
<td>TBA                      Pass out final exam</td>
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<td>15</td>
<td>Presentations</td>
<td>TBA                      Pass out final exam</td>
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<tr>
<td>Final</td>
<td>Friday, December 13, 2013</td>
<td>1:00 pm to 3:00 pm</td>
<td>Final exam due</td>
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