**AP Psychology**

**Unit 7: Thinking, Language, and Intelligence**

UNIT OBJECTIVES

1. Describe the role of categories, hierarchies, definitions, and prototypes in concept formation.

2. Compare algorithms and heuristics as problem-solving strategies, and explain how insight differs from both of them.

3. Contrast confirmation bias and fixation, and explain how they can interfere with effective problem-solving.

4. Contrast the representativeness and availability heuristics, and explain how they cause us to underestimate or ignore important information.

5. Describe the drawbacks and advantages of overconfidence in decision-making.

6. Describe how framing elicits answers, and describe the remedy for the belief perseverance phenomenon.

7. Identify and describe the basic structural units of a language.

8. Trace the course of language acquisition from the babbling stage through the two-word stage.

9. Evaluate Skinner’s and Chomsky’s contributions to the nature-nurture debate over how children acquire language.

10. Explain why statistical learning and critical periods are important concepts in children’s language learning.

11. Summarize Whorf’s linguistic determinism hypothesis, and discuss the value of thinking in images.

12. Evaluate the arguments for and against the idea that animals and humans share the capacity for language.

13. Discuss the difficulty of defining intelligence.

14. Present arguments for and against considering intelligence as one general mental ability.

15. Compare and contrast Gardner’s and Sternberg’s theories of intelligence.

16. Describe the four aspects of emotional intelligence, and discuss criticisms of this concept.

17. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.

18. Describe the relationship between intelligence and brain anatomy, and evaluate claims of correlations between perceptual speed, neural processing speed, and intelligence.

19. Define “intelligence test,” and discuss the history of intelligence testing.

20. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS.

21. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve.

22. Explain what it means to say a test is “reliable” and “valid.”

23. Describe the stability of intelligence scores over the life span, and discuss the two extremes of the normal distribution of intelligence.

24. Discuss the evidence for the genetic contribution, as well as environmental influences, to individual intelligence, and explain what psychologists mean by the heritability of intelligence.

25. Describe ethnic and gender similarities and differences in intelligence test scores, and discuss some genetic and environmental factors that might explain them.

26. Evaluate the claims that intelligence tests are biased, and describe the stereotype threat phenomenon.

* **Post-test reading: Myers, pp. 355-369**
* **Problem-Solving Handout**

**Day One:** Wednesday, Jan. 15/ Thursday, Jan. 16

Discussion: Levine’s theory of hypothesis testing

 The Confirmation Bias and Social Judgements

Activities: Jokes, Riddles, and Insights

 “Petals Around a Rose”

Video: Two Zimbardo clips

**Homework**: **The following are due on Day 3:**

**1) Myers, pp. 370-383**

**2) 1-page Course Evaluation/Personal Reflection**

**3) Two paragraphs: compare and contrast Skinner and Chomsky’s views on language development**

**Day Two:** Friday, Jan. 17/ Thursday, Jan. 23

Discussion: Representative and Availability Heuristics

 Risks in Everyday Life

Activities: Functional Fixedness

 Overconfidence Phenomenon

**Homework: See everything from day above**

**Day Three:** Friday, Jan. 24 / Monday, Jan. 27

Discussion: Vanishing Languages

 Universals of Language

 Skinner vs. Chomsky

 Language Development, including Koko

Activities: Simple Language Device

 Doublespeak

**Homework: Myers, pp. 385-399**

**Day Four:** Tuesday, Jan. 28 / Wednesday, Jan. 29

Discussion: Interesting Facts About Intelligence

 Gardner’s Theory of Multiple Intelligences

 Savant Syndrome

Activity: Mental Imagery

Video: Clips from “Rain Man”

**Homework: Two Intelligence Tests (due Day 5)**

**Myers, pp. 399-415 (due Day 6)**

**Day Five:** Thursday, Jan. 30 / Friday, Jan. 31

Discussion: Fostering Children’s Emotional Intelligence

 Assessing Creativity

 Testing Terms

Activities: Go over intelligence tests (discussion of Mensa)

 Wuzzles, Belvin’s Shoe-Size Intelligence Test

**Homework: Whole-chapter quiz on Day 6**

**Day Six:** Monday, Feb. 3 / Tuesday, Feb. 4

 Quiz: Chapter 11 (open note)

 Video: Zimbardo (Testing and Intelligence)

 Discussion: Bias In Testing, Blacks As A Castelike Minority

 **Homework: Study for Test 7**

**Day Seven:** Wednesday, Feb. 5 / Thursday, Feb. 6

 **Test 7 – a full 90 minutes**