Seminar in Individual Differences in Children’s Thinking, Spring, 2003
DEP 6932

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Meeting time and place: 9:00-11:50 AM, Biomedical Center 106

OBJECTIVES: To acquaint students with concepts, theories, and empirical findings related to individual differences in children's (and adults') intellectual performance. Students will be expected to integrate the findings from a variety of research areas and attain a general understanding of issues relating to the nature, origins, and stability of individual differences in children's cognition. Students will write two review papers (15-20 pages) and will propose a manageable experiment concerned with individual differences in children's thinking. Students will also be responsible for summarizing research reports to the class and for organizing and presenting at least one major topic.

Evaluation:

Review papers - - - - - - - - - - - - - - - 50%
Proposed Experiment - - - - - - - - - - - - - - 15%
Class Participation - - - - - - - - - - - - - - - - 10%
Final Exam - - - - - - - - - - - - - - - - - - - - 25%

Tentative Course Schedule:

First review paper due - - - - - - - - - - - - - - - March 5, 2003
Second review paper and proposal due - - - - - April 23, 2003
Final Exam - - - - - - - - - - - - - - - - - - - - - - April 30, 2003

Text

TENTATIVE COURSE OUTLINE

I. Individual Differences in Intelligence


II. Gene-Environment Interactions and Human Intelligence

Bjorklund (2000), Chapter 2, pp. 28-37; Chapter 14, pp. 441-452.


### III. Intelligence, Aptitude, and Performance

Bjorklund (2000), Chapter 13, pp. 413-421.


### IV. Cognitive Development in Social Context

Bjorklund (2000), Chapter 3; Chapter 12, pp. 394-399.


**V. Experience and Intelligence**

*Parenting Effects on Children's Intelligence*

Bjorklund (2000), Chapter 14, pp. 438-441; 452-466.


*Maintenance and Modifiability of Intellectual Functioning*


**VI. Alternative Theories of Intelligence**


**VII. Stability of Intelligence over Development**

Bjorklund (2000), Chapter 14, pp. 466-476.


**VIII. Reading and Math Disabilities**


**IX. Sex Differences in Verbal and Spatial/Mathematical Skills**


