

Chapter 11

Learning Objectives:

What Is Intelligence?:

1. Discuss the difficulty of defining *intelligence*, and explain what it means to “reify intelligence”.
2. Present arguments for and against considering intelligence as one general mental ability.
3. Compare Gardner’s and Sternberg’s theories of intelligence.
4. Describe the four aspects of emotional intelligence, and discuss criticisms of this concept.
5. Identify the factors associated with creativity, and describe the relationship between creativity and intelligence.
6. Describe the relationship between intelligence and brain anatomy.
7. Discuss findings on the correlations between perceptual speed, neural processing speed, and intelligence.

Assessing Intelligence:

8. Define *intelligence test*, and discuss the history of intelligence testing.
9. Distinguish between aptitude and achievement tests, and describe modern tests of mental abilities such as the WAIS.
10. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve.
11. Explain what it means to say that a test is *reliable*.
12. Explain what it means to say that a test is *valid*, and describe two types of validity.

The Dynamics of Intelligence:

13. Discuss the stability of intelligence scores over the life span.
14. Discuss the two extremes of the normal distribution of intelligence.

Genetic and Environmental Influences on Intelligence:

15. Discuss the evidence for the genetic contribution to individual intelligence, and explain what psychologists mean by the heritability of intelligence.
16. Discuss the evidence for environmental influences on individual intelligence.
17. Describe ethnic similarities and differences in intelligence test scores, and discuss some genetic and environmental factors that might explain them.
18. Describe gender differences in abilities.
19. Discuss whether intelligence tests are biased, and describe the stereotype threat phenomenon.