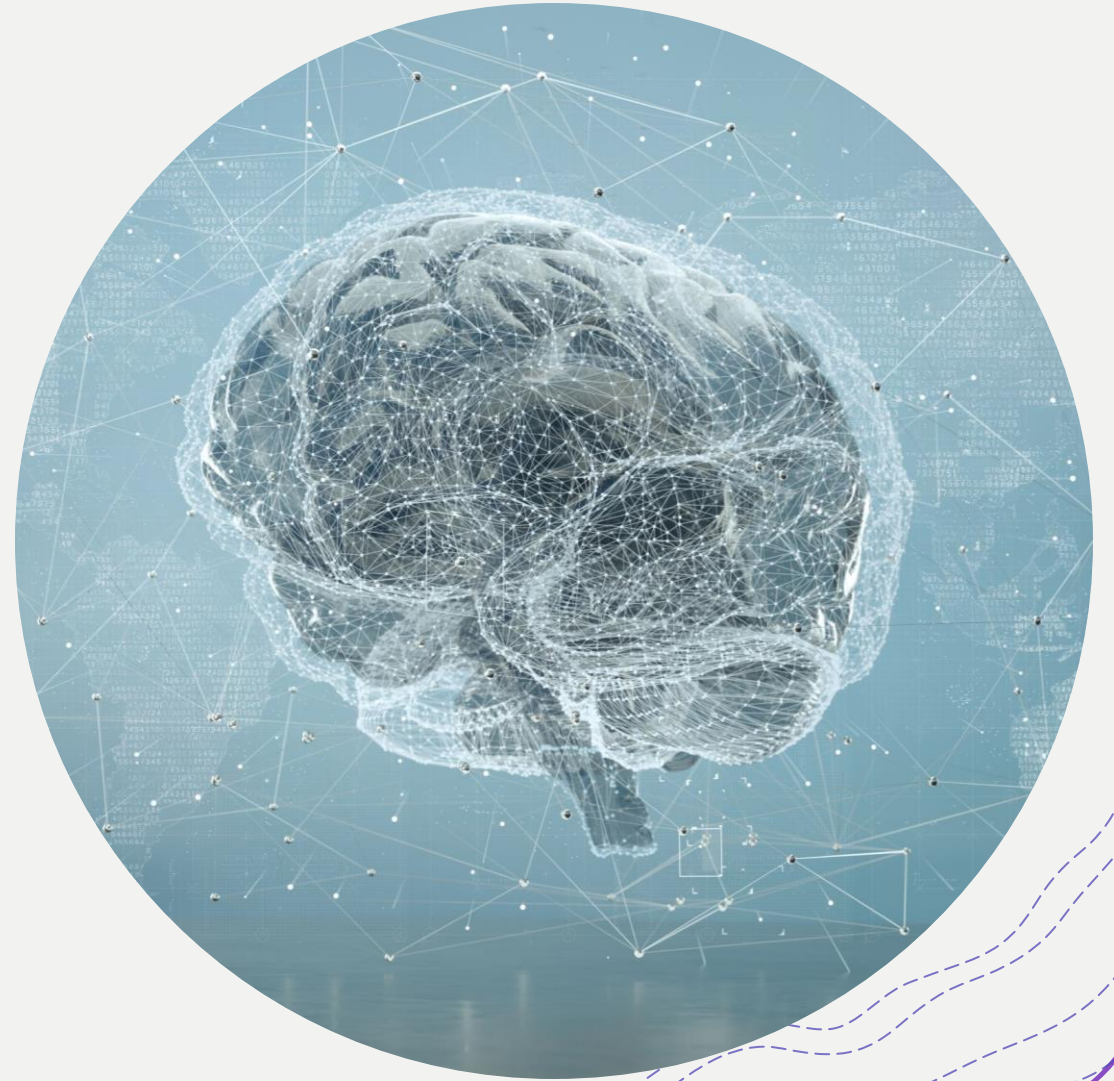


# Intelligent Minds and Machines

PSYC 3043

Week 12: Project Discussion



# schedule

11	Sunday, November 17, 2024	<b>W11 Assignment (Project Milestone #4: First Draft) Due</b>
12	Tuesday, November 19, 2024	W12 [Project Discussion Day]
12	Thursday, November 21, 2024	<b>Psychonomics Conference: NO CLASS</b>
13	Tuesday, November 26, 2024	<b>THANKSGIVING BREAK!!! NO CLASS</b>
13	Thursday, November 28, 2024	<b>THANKSGIVING BREAK!!! NO CLASS</b>
14	Tuesday, December 3, 2024	<u>W14: Culture</u>
14	Thursday, December 5, 2024	W14 continued...
14	Sunday, December 8, 2024	<b>W14 Assignment (Reflection + Peer Review) Due</b>
15	Tuesday, December 10, 2024	<u>W15: Human Uniqueness</u>
15	Thursday, December 12, 2024	Wrap! [Project Presentations]
16	Sunday, December 21, 2024	<b>Final Assignment (Project Milestone #5) Due</b>

# today's agenda

- + peer review assignments
- + discussion of peer review rubric
- + project questions
- + recap of intelligence(s)

# peer review assignments

+ Jennifer ↔ Rachel

+ Ocean ↔ Emely

+ May ↔ Haley

+ you will receive your peer's draft by tonight

# peer review rubric

- + central question
  - + first describe what you thought the central question was and if the project made it clear (in annotated refs OR elsewhere)
  - + do you see how the project connects to intelligence?
- + critical thinking
  - + review annotated refs + draft, comment on how the two speak to each other
- + organization and flow
  - + comment on structure and engagement
- + no points, focus on **constructive** feedback that would make the project stronger

## First Draft Rubric

Criteria
<p>Central thesis/question</p> <p>Project clearly motivates (why is this topic important?) and states the central question/thesis (what is the central question the project attempts to answer) in some form (will vary depending on format)</p>
<p>Critical thinking</p> <p>The analysis is well-motivated and clearly examines a specific question, through the use of specific materials, outcomes, and tests.</p> <p>It is clear that a scientific approach has been taken towards creating the final project and an annotated references list describes how scholarly work has been references and used to create the project.</p>
<p>Organization, visualization, &amp; flow</p> <p>Clear organization and natural "flow" to the project. Scholarly ideas are referenced correctly and follow logical conclusions/arguments.</p> <p>The project is engaging, in writing and/or visual form.</p>

# final submission rubric

+ final submission is worth 20% of your final grade

Final Submission Rubric		
Criteria	Ratings	Pts
<b>Central thesis/question</b> Project clearly motivates (why is this topic important?) and states the central question/thesis (what is the central question the project attempts to answer) in some form (will vary depending on format)	This area will be used by the assessor to leave comments related to this criterion.	10 pts
<b>Critical thinking</b> The analysis is well-motivated and clearly examines a specific question, through the use of specific materials, outcomes, and tests.  It is clear that a scientific approach has been taken towards creating the final project and an annotated references list describes how scholarly work has been references and used to create the project.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
<b>Organization, visualization, &amp; flow</b> Clear organization and natural “flow” to the video. Scholarly ideas are cited and referenced correctly and follow logical conclusions/arguments.  Project is engaging, in writing and/or visual form.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
<b>Feedback</b> Feedback from Professor AND peer has been addressed. A document is attached that elaborates on how the feedback was addressed.	This area will be used by the assessor to leave comments related to this criterion.	10 pts
Total Points: 40		

# reviewing rubric

+ 5% towards your grade

## Class participation (10 points)

Students are encouraged to participate during class by responding to and reflecting on the course content, as well as engaging with other students via activities and group work. Your attendance will also count for some part of your class participation.

Overall, here is a breakdown of how class participation will be assessed:

Component	Points
In-class participation and/or attending office hours	4.5
Peer review for project draft	5
Attendance (attending 90% of classes)	0.5
	10

The following rubric will be used to evaluate the effort you put into providing feedback to your peer:

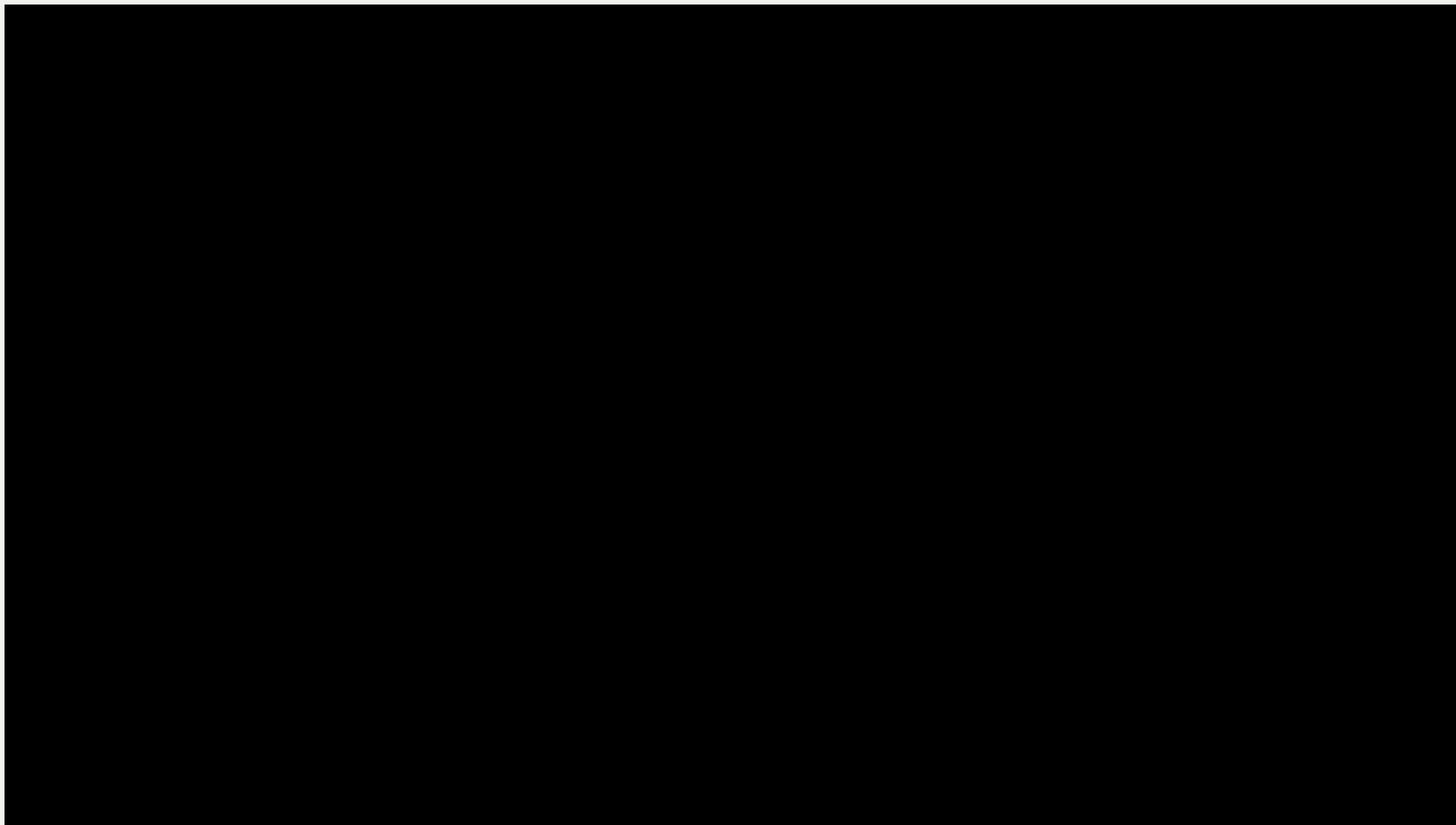
- Did the reviewer consider each key part of the first draft rubric (central question, critical thinking, organization, visualization & flow) ?
- Was it clear that the reviewer had carefully engaged with and reflected on the first draft?
- Was feedback provided in a constructive manner?

# discuss with your peer

- + what aspect would you appreciate the most feedback on?
- + what are you still thinking through / working out?
- + do they need to know before they review your draft?
- + what are you hoping they take away from your project?



# peer reviewing activity



# practice writing a peer review!

- + central question
  - + first describe what you thought the central question was and if the project made it clear (in annotated refs OR elsewhere)
  - + do you see how the project connects to intelligence?
- + critical thinking
  - + review annotated refs + draft, comment on how the two speak to each other
- + organization and flow
  - + comment on structure and engagement
- + no points, focus on **constructive** feedback that would make the project stronger

First Draft Rubric	
	Criteria
Central thesis/question	Project clearly motivates (why is this topic important?) and states the central question/thesis (what is the central question the project attempts to answer) in some form (will vary depending on format)
Critical thinking	The analysis is well-motivated and clearly examines a specific question, through the use of specific materials, outcomes, and tests.  It is clear that a scientific approach has been taken towards creating the final project and an annotated references list describes how scholarly work has been references and used to create the project.
Organization, visualization, & flow	Clear organization and natural "flow" to the project. Scholarly ideas are referenced correctly and follow logical conclusions/arguments.  The project is engaging, in writing and/or visual form.

# review and reflect: part 2

## Why take this course? a.k.a. learning goals

The last few years have seen impressive highs and lows in the study and pursuit of intelligence. Through this course, I hope to communicate some of the excitement and skepticism that researchers in the field feel today. At the end of this course, you will be able to:

1. **Evaluate** scientific approaches to defining, understanding, and building intelligences [Department Goal #4]
2. **Reflect** on your own and other's perspectives on the cultural and ethical issues surrounding the study of intelligence [Department Goal #3]
3. **Produce** original critiques on different aspects of intelligence [Department Goal #7]

# review and reflect: part 2

- + what are some approaches we've encountered for:
  - + defining intelligence
  - + understanding intelligence
  - + building intelligence
- + review the class schedule