

Syllabus: THINKING

CRN 45363, 4 credits

Psy 330, September 7-17, 2004, MUWHF, 800-1150 A.M., 154 Straub

Professor	Office	E-mail	Phone	Office Hours
Dr. Holly Arrow	357 Straub	harrow@darkwing.uoregon.edu	346-1996	After class & by appointment

Class Blackboard site: Go to <http://blackboard.uoregon.edu/>

Course Goals: I have designed the course to help you

- 1) Think systematically about how the thoughts & emotions we experience are connected to our behavior and events in our brains
- 2) Gain insight into your own thinking processes and special abilities
- 3) Improve your ability to read and think critically and communicate ideas clearly
- 4) Have fun while learning some cool new facts

Course Description:

The class format will be brief lectures interspersed with discussion and individual and small group exercises. Along with reading the texts for the class and writing brief abstracts and responses, you will be keeping a daily record of your thoughts, feelings, and learning experiences while doing class exercises and projects.

To do well in this class, come every day, participate actively, read carefully and critically, pay attention to your own thought processes, listen to others, and challenge yourself and others to think more deeply and become more mindful.

Writing Skills: Class assignments emphasize writing. Strunk's *The Elements of Style* is the best guide to writing I've found. It will help you to write concise, precise, effective sentences and paragraphs. Review the eight elementary rules of usage (rules 1-8) and the ten elementary principles of composition (rules 9-18) at <http://www.bartleby.com/141/> I'll refer to the principles in feedback on writing assignments.

Learning Disabilities: Contact me **right away** if you have been diagnosed with a learning disability or other special need (confirmed by the Academic Learning Center) that may require special adjustments.

Class Requirements and Activities:

1. Required Readings (All available at UO bookstore)

Temple Grandin (1997). *Thinking in Pictures* New York: Vintage. Chs 1, 4, 7 & 9

John J. Ratey (2001). *A User's Guide to the Brain*. New York: Vintage. Chs 1-8.

V. S. Ramachandran & S. Blakeslee (1999). *Phantoms in the Brain: Probing the Mysteries of the Human Mind*. New York: Quill. Chs 3, 4, 7, 8 & 12

2. Participation. Attendance and participation are **required**, not optional. During every class there will be **exercises** to explore different aspects of thinking. Many will involve partners or small groups.

3. Responses to readings. You will write five short typed responses to the readings, due Wed/Thurs/ of the first week and Mon/Tues/Wed of the second week. **Bring TWO copies** (one to turn in at **the beginning of class**, one to consult during class). Stay within the required **word count**, and **give the word count** for each response (Word, Wordperfect, and other programs will count the words for you). Double or 1.5 line spacing are both fine, but do NOT single-space. Restrict responses on a single page. **Scores:** fulfills assignment (+10 pts); turned in on time but doesn't fulfill assignment (+6 pts); fulfills assignment but turned in late (+3 pts). No credit for late responses that also fail to fulfill assignment.

4. Journal. You will make daily journal entries documenting your thoughts, feelings, and experiences while working on your project, plus informal reactions to the readings and other in-class exercises. So you will need a **notebook** for recording your daily entries. **Please bring your journal to class each day.**

5. Project reports. Your "subjective" project will be to explore your own thinking while engaging in two activities that draw on different arrays of "intelligences." The first activity should be one that you enjoy and are "naturally" good at. The second activity should be something that you find very difficult, something that others seem to master easily while you struggle. More details and examples will be provided in class.

At the end of the first week, you will turn in a **short "interim" report** on this project (200 words max) along with a copy of your journal entries for the first week.

Your **final project report** is due **Thursday September 16, at the beginning of class**. The final report may include drawings, diagrams, photographs, audiotapes (standard cassettes only) or videotapes (VHS) if words are not sufficient to document your experiences. The written portion should not exceed 5 double-spaced typed pages. Supplementary materials should not exceed 5 pages of visual material or 15 minutes of audio/video. You will also describe your project and what you learned in class on Thursday (oral report).

Graded reports will be returned when you turn in your FINAL EXAM the next day.

6. Final. The exam will be a written take-home final, and will consist of two essays. The list of essay question choices will be handed out in class Thursday, Sept 16. Final must be turned in **between 10 AM and NOON, Friday September 17, at my office, 357 Straub.**

Class point breakdown for grades (200 points possible)

Participation, in-class exercises	20 pts (full participation = full points)
Responses to readings:	50 pts (five satisfactory, on time typed responses)
Interim report & journal:	20 pts (full points if satisfactory)
Final project report:	50 pts (graded on quality)
Final exam, 2 Essays	60 pts (graded on quality)

How total points earned translate into course grades:

A	180-200	C+	148-154	N /F	< 134
A-	175-179	C	140-147	P	> or = 134
B+	168-174	C-	135-139		
B	160-167	D+	128-134		
B-	155-159	D	120-127		

Cheating, if detected, will earn **a failing grade** in the course. The University may decide to impose additional penalties in accordance with the student conduct code.

Cheating = plagiarism or turning in the work of others as your own. **Don't do it.** It is fine to have a friend look at early drafts of your work to give feedback and suggestions **but write and rewrite all work yourself.** It is also fine for ESL students to get help with grammar and diction, on responses, reports, or the final essays.

If you are unsure about what constitutes plagiarism (failing to credit ideas or writing by others), see the following link, which gives a detailed description, with examples <http://libweb.uoregon.edu/guides/plagiarism/students/>
See <http://darkwing.uoregon.edu/~conduct/sai.htm> for the UO policy on academic dishonesty.

Class Etiquette & Norms

Please Do:

Come to class on time, and stay for the whole class
Treat your fellow students and your professor with respect
Bring food and drink if you need to, and eat and drink quietly
Leave and return quietly if you need to visit the restroom between breaks
Turn your cell phone OFF during class unless you are a doctor on call or have other compelling reason that you need to be reachable by someone. Set on vibrate mode.
Ask questions and speak up during class
Ask questions on Blackboard site (or e-mail me for private questions)
Give feedback on the class and make suggestions on Blackboard (anonymous posts are fine, but no "flaming" please—be constructive!)
Hang out and ask me questions during breaks
Stop by and see me after class (or make appointment if that time doesn't work).
Please ask me questions before class ****only once you see that I'm finished with my preparations**** Otherwise I'll be distracted. Thanks!

Schedule for reading and other assignments(UG = *User's Guide*; TP = *Thinking in Pictures*; PB = *Phantoms in the Brain*)

	Reading in User's Guide UG	Chs in TP & PB	Homework Assignments: <i>Give word count, bring two typed copies. Double or 1.5 spacing, one page max.</i>	Themes
Day 1 Tu 9/6	Intro		None	Multiple intelligences
Day 2 W 9/7	Ch 1 Development Ch 2 Perception (pp 48-84 only)	<i>TP 1</i>	Response #1: A. Summarize Ch 1 & Ch 2 readings (UG), in 100-150 words. B. Write a question you'd like to ask Grandin, author of TP, based on TP 1.	The Senses
Day 3 Th 9/8	Rest of Ch 2 Perception, pp 85-109 Ch 3 Attention & Consciousness	<i>TP 9</i> & PB 4	Response #2: A. Summarize rest of Ch. 2 & Ch 3 (UG), 50-100 words. B. Give your views on whether non-human animals are "zombies," using ideas from TP 9 & PB 4, in 75-150 words.	Conscious and Unconscious
Day 4 F 9/9	Ch 4 Movement	PB 3	A. Interim Project Report (100-200 words) & B. copy of journal entries so far.	Embodiment
Day 5 M 9/13	Chs 5 & 6 Memory & Emotion	<i>TP 4</i> & PB 7	Response #3: A. Summarize UG Chs 5 & 6, 50-100 words or less. B. Compare & contrast TP 4 & PB 7, 75-150 words.	Memory and Desire
Day 6 Tu 9/14	Ch 7 Language	PB 12	Response #4: Identify three connections between UG Ch 7 & PB Ch 12, 100-150 words	Qualities, Stories, the Self
Day 7 W 9/15	Ch 8 Social Brain	<i>TP 7</i> PB 8	Response #5: Identify & discuss connections among the three chapters. 150-200 words.	Navigating the Social World
Day 8 Th 9/16	(None)	None	Final Project Report , 5 pages max for writing portion	Integration & Oral reports
Day 9 F 9/17	*Final Exam* (Take home)		*Final Exam* Bring to my office (357), 10 AM -12 Noon	