

Psychology 330

Thinking

Summer 2006 July 24 – August 18
Lecture: Mon-Thurs., 8:00-9:50, 142 Straub
(CRN 44236)

Instructor:

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Office Hrs: Wednesday 10-11:00, or by appointment.

Course Description:

The class format will be lectures interspersed with discussion and small group exercises. Lectures and in class activities will be supplemented with readings and writing brief abstracts and responses from a variety of texts.

To do well in this class, come every day, participate actively, read carefully and critically, pay attention to your own thought processes, and listen to others.

Materials:

Required Readings: I have not required that you purchase a textbook for this class. This is partly due to me not being able to decide on an appropriate text, and additionally, the breadth of this topic does not lend itself to treatment from a single book. Accordingly, I have chosen to draw from a number of sources for the readings, which will be posted in .pdf or .doc form on the class website (Blackboard).

Students are responsible for reading the assigned chapters/papers prior to each class meeting. You are not expected to master this material but to expose yourself to the major concepts we will be covering. This preparation will make lectures more meaningful and productive.

University of Oregon e-mail account (strongly recommended): We will be using the Blackboard website (<http://blackboard.uoregon.edu>) for this course. You are all registered with the site and logging on is much easier to do with a university account compared to an outside account.

Lectures:

Attached is a list of lecture topics and reading assignments. Note that this is a tentative schedule and is subject to change at any time. Assigned readings will be posted on Blackboard before the corresponding lecture, and lecture notes will be posted the day of the lecture.

Exams:

There will be two exams, one after each two-week module. Each exam will consist of multiple choice, short answer, and possibly essay questions. Make-up examinations for each exam may be given only under extreme circumstances where *the instructor* has been notified of your absence ahead of time (e.g., serious illness, injury, family death). Proof of the extenuating circumstance needs to be provided (e.g., doctors note).

Reaction Papers:

A short response paper will be due with the assigned readings for each lecture. I will often direct your writing by providing specific questions to be addressed, which will be posted with the readings. These exercises are meant to help you structure and think about the information in the texts and to ensure that you are reading the assigned material. Your written response to the readings for each lecture should be no more than 1 page (12 pt font, 1.5 line spacing) in length (1/2 page is fine). All reading responses for a given week (typically 4 responses) will be emailed to the instructor no later than Thursday at 5:00pm. Please name your document with the following format, "lastname_RP1.doc" – i.e. your last name, with the abbreviation for Reaction Paper #1-4.

Participation:

You are expected to attend all lectures and participate in individual and small group activities in class. I will be taking role at the end of each lecture. Please let me know beforehand if you will not be able to attend lecture.

Extra Credit: Students interested in an extra credit assignment can serve as subjects in the Psychology Human Subjects Pool. The Human Subjects Pool is designed to provide students the opportunity to see first hand how psychology experiments are performed; at the same time, you will be providing data that will help a UO researcher. If you decide to participate, you will earn 2 percentage point of extra credit toward your *final grade in the course* for each hour you serve as a subject, up to a maximum of 4 points. For example, 2 hours of credit would increase a final grade of 77 up to an 81, giving you a B- for the course instead of a C. Information about the Human Subject Pool can be found at <http://darkwing.uoregon.edu/~hscoord/>. Since it is impossible to predict the number of experiments that will be available on any given week, I suggest that you *do not wait until the last week of the term before participating*.

If you have any questions or comments about this extra credit assignment, do not hesitate to contact the instructor.

Grading:

Reaction Papers	60 points	
Participation	30 points	
Exams	200 points	(100 pts each)
	290 points	

Letter grades will be assigned using the following scale (based on percentage of total points earned). Individual exam scores will not be curved, although the final cumulative grade cutoffs may be adjusted if necessary.

%	Grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
> 70	Pass
< 70	No Pass

Additional Notes:

- Concerns: If you find yourself doing more poorly in the class than anticipated, please see the instructor sooner rather than later. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.
- Cheating: Cheating will not be tolerated. If cheating is discovered the University will be notified and appropriate action will be taken.
- Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.
 - Documented learning disability
 - Non-documented need for adjustments to help you learn
 - English is not your first languageWith advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible:

Tentative List of Lecture Topics and Readings

<i>Date</i>	<i>Topic(s)</i>	<i>Reading</i>
<i>Week 1</i>		
July 24	Introduction	--
July 25	Information processing models; Multiple Intelligences	Hastie & Dawes (2001): Chp.1 Gardner et al. (1996): Chp.7 (p.202-214)
July 26	Reasoning; Induction; Deduction; Problem solving	Levy (1997): Chp.20, Smith (2006): Chp.10.
July 27	Models of Decision Making. Uncertainty; Probability; Risk	Plous (1993): Chps. 9&12
<i>Week 2</i>		
July 31	Heuristics and Biases	Plous (1993) Chps. 10,11,13
August 1	Scenarios & Explanations. Randomness & Causation.	Hastie & Dawes (2001): Chp.7 Plous (1993): Chp.15
August 2	Dual Process, Emotions, Affect	Slovic (2002)
August 3	Exam 1	--
<i>Week 3</i>		
August 7	Neurobiology of Thinking: A survey	User's Guide_ch3
August 8	Thinking in a Social Context	Plous_ch17
August 9	Group Decision Making	Plous_ch18
August 10	Naturalistic decision making, Expert decision making	DM_in_Action_ch1
<i>Week 4</i>		
August 14	Improving Thinking I	Thinker's_toolkit_ch1 Wickens & Hollands (pgs.325-330)
August 15	Improving Thinking II	User's Guide_ch10 Power_of_Intuition_ch3 & ch4 (pgs. 36-38)
August 16	TBA	TBA
August 17	Exam 2	--