

Thinking (Psy 330)

Fall Term 2012, CRN: 15777; University of Oregon

The Meeting Time:

TTh, 4:00-5:20pm

129 McKensie Hall (MCK; [Map](#))

The Instructor:

Dr. Peter Sparks (psparks@uoregon.edu)

Office Hours: MW, 2:30-3:45 (Rm. 341 in Straub)

The Teaching Assistant:

Lauren Kahn (lek@uoregon.edu)

Office hours: By Appointment Only

The Textbook:

D.F. Halpern, *Thought and Knowledge: An introduction to Critical Thinking* (4th Ed.; Routledge/Lawrence Erlbaum Associates, Publishers)

There may be other readings assigned. They will be announced in class and posted in Blackboard

Description:

"Psychological methods involved in problem solving, complex learning, and various forms of rational and irrational reasoning and belief systems." ~ UO Course Catalogue

Essentially this is a course about the mental processes involved in Thought and Decision Making. In this course, we will explore the process of thought in terms of how we come up with new information, the factors which influence this process and the short-cuts which we apply to solve problems in situations when thought cannot occur, including the failures of these "cuts". We will also explore topics related to thought including Expertise, Intelligence, Creativity and Language. If there is time remaining, we can consider topics such as Happiness, Mediation, Play. My goals for the course are to help you understand that much to our dismay, there are many automatic biases in our ability to think and by understanding them, you may have the ability to improve your skill at thinking, and critique other people's thoughts.

Hope Springs Eternal!

(An Essay on Man, by Alexander Pope)

To achieve these goals, there are a number of topics which I hope to cover this term. I emphasize the word "hope" since one can never predict the future. What we do cover depends entirely on the time it takes to cover certain topics, the pace of the lectures and the interest of the students. Also, I am very open to discussing something at the spur of the moment and with Sex, there is always an interesting conversation to have. Covering all of these topics would be great, but may not happen. Thus, the description of the course presented below could change. The best thing is to simply come to class, and pay attention to the announcements in the Blackboard component of class. **The exam dates will not change.** Therefore, the exams will only concern what material we have covered in class since the last exam. Detailed subject outlines will be handed out at the start of a new topic, which will help you follow along with the lecture and keep track of details such as definitions. In addition, there may be some in class activities which could yield points. **Therefore, Attendance is Critical!!!**

Course Website: (accessed via <http://blackboard.uoregon.edu>) All handouts, homework announcements, grades, copies of lecture power points, and other materials, will be posted in Blackboard. Nothing will be handed out in class (on paper) except the exams. Also, quizzes will be taken via Blackboard.

Readings and Lecture Schedule: Presented below is the lecture and readings schedule. Please be aware that there could be additional readings as handed out by me via Blackboard or other assigned material. These additional readings will be announced in class and via Blackboard.

<u>Subject Matter</u>	<u>Book Chapter</u>
Week 1 (January 7-12) Introduction: What is thinking? How does it fit within our Mental Processes?	Chapter 1
Reasoning	Chapter 4
Week 2 (Jan. 13-19) Reasoning Hypothesis Testing and Science	Chapter 4 Chapter 6
Week 3 (Jan. 20-26) <i>No Monday Class (MLK Day)</i> Argumentation	Chapter 5
Week 4 (Jan. 27- February 2) Exam 1 Tuesday The mechanics of thought Knowledge ~ Schemas, Scripts, Concepts and Cognitive Frameworks	Chapter 2 Peskin Chapter (blackboard)
Week 5 (Feb. 3-9) Failures in thinking: Bias's, Short cuts, and Framing Probability	Chapter 7
Week 6 (Feb. 10-16) Decision Making Problem Solving	Chapter 8 Chapter 9
Week 7 (Feb. 17-23) Exam 2 Thursday Intelligence, Expertise, Wisdom	Revisit Chapter 1 Other Readings TBA
Week 8 (Feb. 24 – March 2): Creativity and play Day Dreaming and Imagination Curiosity	Chapter 10 TBA
Week 9 (March 3-9): Emotions and Thought Intuition Moral Reasoning Happiness: it is all about how you think about it	TBA
Week 10 (March 10-16) Emotions Continued Inhibition: Delay of Gratification and the strength of the "Will" The idea that thought and motivations have an antagonistic relationship.	TBA
Anything else which remains: Thinking in Groups, Thinking about "Other Minds", Meditation, Effects of Brain Damage, Drugs.... Anyone... Anyone?	

Week 11 (March 17-22) Final Exam Week!!

Our exam is scheduled for Monday, March 18th, at 1pm. Make note of the different time!!!!

During this time, we will take our 3rd exam. Each exam, including this last exam, covers only the material covered since the previous exam (or start of the course). Thus this exam is NOT an all comprehensive exam, but simply a third exam. Also note that I will be in my office during this week for anyone who would like help or clarification of the material.

Evaluation

Homework: At this point there are not assignments designated, but it is likely that some will be announced during the term. In most cases, they will involve writing a reflection essay (1 page) or answering specified questions (still, one page). These assignments will mostly be graded on effort: the more effort/thoughtfulness you put into your essay, the more likely you will earn full credit. These assignments will be posted on blackboard and announced in class at various times throughout the term and will be worth between 5 points each (or more?).

Papers/Poster: (Group Project)

Since many of the topics covered in this class would be important information for your fellow students, I want you to create a learning experience for your peers. For this project, you will need to get into groups (4 people), choose a topic to research, and research it. The product will be an 8 page paper. THEN the group needs to create a one page graphic (advertisement? miniature poster?), which graphically (with some text) illustrates/explains/teachings this concept in a efficient and creative way. This graphic can be created on a simple 8x11 inch paper but should resemble an advertisement or FYI commercial. The graphic from each group will then be posted on a discussion board where they will be judged by the rest of the class in terms of its ease in explaining the concept and creativity. The top 5 posters which gain votes will earn 5 pts extra credit!!!! The paper will be worth 20 pts, and the poster/graphic will be worth 10 pts (there may be more points allotted here).

All homework and papers needs to be typed and turned in during class (i.e. A Hardcopy). Submission via email is not desired, but possible with a dire circumstance (it needs to be in DOC or RFT formats). Any assignment that has excessive spelling errors or very poor grammar will automatically be deducted points. Use your spell and grammar check. I am not perfect myself in this respect, but frankly the work of some of my past students work has become that bad. Take pride in your work, even for the simple reflective essays.

Quizzes: There will be 6-7 quizzes this term, typically on per week. The quizzes will be all multiple choice questions and will be taken through Blackboard. Quizzes will focus mainly on the textbook readings associated with what we cover in class that week, but a few questions could also come from lecture as well. Quizzes will become available on Friday, 12pm (noon) and will remain open till midnight on Saturday (so 36 hours). At any time during that period, you can enter into the quiz portal and complete the quiz. For each quiz, you will have 20 minutes to answer all 15 questions. Once you enter the quiz, you must finish the quiz. Do NOT enter the quiz unless you are prepared to take the quiz. Each quiz will be worth 15 points

"B" version of the quiz: When the quiz closes (the 24 hour period is over, and everyone had completed the quiz), then a "B" version of the same quiz will open. For goal for this version is to understand your errors. Even though the questions are the same, you will get more feedback, and have the ability to retake this version multiple times. Your goal is to retake it till you earn 15/15. If you do then I will give you back half of your lost points on your initial attempt. Understand, this score for the "B" version does not become part of your overall grade, but is only a measure to determining how many points you get back. For example, if you scored 10/15 on the initial "non-B" version, then earn 15/15 on the B version, then your final score for the first attempt becomes 12.5/15. For the B version, you will be given 2 days to try and earn 15/15. If you do not earn 15/15, even thought you made an attempt, you will not earn any of your points back. Thus if you earn 8/15 initially, and then redo the "B" version 6 times, but only reach a final 12/15, you DO NOT earn any points back...your final score for the quiz is still 8/15.

Each quiz adds a potential 15 points to your overall grade (remember the 15 points earned on the “B” version only is used to assess how many points you get back on your initial attempt. They are not incorporated into your overall grade by themselves).

Exams: There will be 3 exams this term. All three will be worth 100 pts each and will only cover the material presented since the last exam. The exams will contain both multiple choice and short answer questions. In all cases, the exam will start promptly at the start of class, and you will have to entire period to take the exam. You will need to bring a pencil; we will provide scan trons and there will be room on the exam for the written answers to the short answer questions (bring a pen for the short answer questions if you would like).

In lecture, we will not have time to cover all of the material in the readings, but I expect you to know the material. The material tested will come MOSTLY from my lectures, though, with items not covered only in your assigned readings being less likely to be tested, but some questions will cover that material. The point is that the book is there to help you and guide you, but come to the classes!!!! Those that come to class will do well, and those that do not, will not do well.

As we get closer to an exam, I will be able to tell you exactly what topics will be on the exam.

Final grade: The final grade will be determined by assessing the number of points that you get from the homework assignments, quizzes, project as follows:

Homework (assume 6):	30pts (6.5% of grade)
Project	30 pts (6.5% of grade)
Quizzes (assume 7):	105 pts (22.5% of grade)
<u>Exams (3):</u>	<u>300 pts (21.5% each or 64% together)</u>
	465 pts Total

Notice there are some assumptions as to how many assignments or quizzes you may have. I reserve the right to change the number of assignments or any graded aspect of the class, and so the proportions presented above may change. I will try to keep to the plan described here though. The points earned will be converted into a percentage of the total points possible, and then letter grades will be applied as follows:

97-100%= A+	83-86.99%= B	70-72.99%= C-	59.99-below= F
93-96.99%= A	80-82.99%= B-	67-69.99%= D+	
90-92.99%= A-	77-79.99%= C+	63-66.99%= D	
87-89.99%= B+	73-76.99%= C	60-62.99%= D-	

A grade less than a 60% will be a failing grade. Do not fail this class. I will try to explain the material to the best that I can, but it is up to you to read the text book and to come to me if there is something that doesn't make sense or that you need help with. I can't help you if I don't know there is a problem. The homework assignments are a good assessment. If you do not recognize or understand the homework, come and see me as soon as possible!!!!

Summary of Important dates

It is important to understand that there are many Academic deadlines this term. Be aware of them! While I tend to be pretty flexible is someone wants to withdrawal or change from decimal grading to Pass-No Pass, there are deadlines for such actions. [Click here to see the Academic Schedule.](#)

Final points:

How to study: Let me give some pointers on how to study for this course. The biggest issue for most students is that they do not understand how much effort it takes to do well. I expect my students to not only understand, but to remember the facts, terms, and concepts presented in this course. My tests are fair, but challenging. It takes a lot of effort to do well in this course. Studying a few hours the night before the exam will not work out so well for you. The main reason for this is simply that we will be covering a lot of information; it is not difficult to understand, but it is a lot. Start studying a week in advance! Organize your notes, compare them with the handouts and the book. Re-write

them, it really helps. Outline the chapter, don't just read it. Then when you have stumbled on something which you don't understand, you can ask me and I will explain it to you. I am here solely to help you learn the material. If you start studying ahead of time, you will be able to take advantage of me. This really, REALLY helps. Clearly this advice is very brief. I have created an extended in-depth description of techniques that can be used and have posted it on my website. Please look it over. If you are not doing well, come and talk with me as soon as you can. Take responsibility for your efforts and do not expect the same strategy to lead to a better grade on the next exam. If you are not doing well, change your strategy!!!!!!

Late Work/Make up Policy: Homework and other assignments are due at the beginning of class on the due date. If the work is late, a point will automatically be docked for every day late. In the end, missing an assignment will be devastating to your grade, so turn them in! Because of the essay part of the exam, there will be little flexibility in terms of changing your exam date. You will need to have a fantastic excuse to make up an exam or to postpone an exam. I will be even more resistant to letting people take exams early.

Attendance Policy: Come to class! Your attendance will not affect your final grade directly, but I cannot overemphasize the fact that those who miss class WILL NOT do well. If you miss class, do not simply ask what we covered (and to give an impromptu lecture). I am an absent-minded professor and will not remember exactly what we did. Your job is to get the notes from a classmate, and if you need to, bring them to me and I can explain/go over them with you. You should get to know someone in class and get their phone number in case you miss a class.

Cheating and Plagiarism: Do not do these things. Cheating and Plagiarism are serious offenses and will be dealt with severely! This could mean failing the test or assignment, failing the class or being excused from this college. I have little to no patience with cheating and will deal with the issue with the most severe action at my disposal. It is always better to simply work hard and learn the material. If you are having a problem learning the material, come see me. I have plenty of time to help you. Do not resort to cheating!

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please let me know if there is anything I can do to help. If you think there is something "going on" which is inhibiting your ability to learn, please contact the [Accessible Education Center \(AEC\)](mailto:uoaec@uoregon.edu) either by email (uoaec@uoregon.edu) or by phone (1-541-346-1155) or come and talk with me. Don't be shy; I have had numerous students come to me after failing an exam and casually mention that they thought they were ADHD, Dyslexic, learning disabled or had anxiety issues. Support through the AEC is not special treatment, but is there to help you be the best that you can be. Let us help before the exam.

The GTF: It is fantastic that we have a GTF to help with this course. For the most part, he will be helping with the grading. He does not have a regular office hour, but will set up appointments as needed. Just give him an email. If you have questions about how the exam was graded, then set up an appointment with him first to go over the exam. If you have further questions, please come and see me. Also, it is unlikely that he will be available during the final exam week. So make sure that you talk to him about any issue before that time. Any questions during exam week should be presented to me.

The Final Grade: I know that you work really hard for your grade, but please do not ask me to "up your final grade" because you are "sooooo close" to the grade change cut off (e.g. you earned a 79.85%, but the B- comes at an 80%). I am very flexible with turning in (some) assignments late, and I do curve the exam grades (as needed), but I am pretty inflexible with the final grade. A 0.5% point increase may not seem much, but this is out of 460 possible points. So it is like asking for a 3 point gift on an assignment, quiz or exam. Would you just ask me for 3 more points on your exam just because it would make you feel better? I am very happy to talk about missing grades or errors in my calculations, but don't ask for a gift.

Finally: It is important that you do well and learn the material. So feel free to email me anytime with questions. I understand that many questions will come when you are studying at night. Get on the email or phone and leave a message, I will respond. Also, feel free to catch me after class or before class and ask me anything. I am there to help you learn and understand the material as much as I can. So use me!

In addition, the UO has numerous resources to help you become the best that you can be as well. Please consult the [Learning Services website](#). Performing poorly is more due to unrefined academic skills and effort than some inherent trait within the student. 99% of us need to work hard to learn the material; let us help you perform at your best.