

## PSYCHOLOGY 330 – THINKING

Instructor: Dr. Catrin Rode

[crode@uoregon.edu](mailto:crode@uoregon.edu)

Tue & Thu 4:00–5:20 PM

123 PAC

Office hours: Tue, 11:45 – 1:45 pm & by appointment

**Office hours location:** FRNK 231 (This is the temporary building for the Psych Dept. on Franklin Blvd.)

GTF:

Cory Costello, M.A.

[CCostell@uoregon.edu](mailto:CCostell@uoregon.edu)

Office hours: Thursday, 10:00 am – 12:00 pm & by appointment

Office hours location: FRNK 146

**Description:** The Psychology of Thinking will be introduced by many examples and class exercises. We will explore different types of thinking (e.g. intuitive thinking, decision making, problem solving, making judgments, creative thinking). Typical failures in everyday thinking and reasoning will be discussed as well as ways to improve critical thinking skills and cognitive performance.

**My goals for this class are:** 1) Identify major theories, research findings, and methodological approaches in the area of thinking and problem solving and apply these research findings to human behavior in everyday life. 2) Read and discuss relevant articles in the primary psychological literature on a given topic, identify key research questions and hypotheses in scientific articles, and critically evaluate the research design and the quality of evidence presented.

**This class requires willingness to participate in classroom exercises.**

**Readings:** Textbook chapters and original readings will be mandatory readings and will be available on blackboard for each session. Book chapters are from:

Daniel Kahneman. *Thinking Fast and Slow*. Farrar, Strauss & Giroux. New York. 2011

S. Ian Robertson. *Types of Thinking*. Routledge. London, New York. 1999

Diane Halpern. *Thought and Knowledge. An Introduction to Critical Thinking*. Psychology Press. Tyler & Francis Group. Fifth Edition.

**ATTENDANCE IS VERY IMPORTANT!**

**THE COURSE WILL BE ADMINISTERED THROUGH TOPHAT LEARNING TECHNOLOGY. YOU SHOULD HAVE RECEIVED AN EMAIL TO REGISTER FOR AN ACCOUNT.**

Student support: if you have questions about your TOPHAT account you can email

[support@tophat.com](mailto:support@tophat.com) or hit the 'Support' button in your account.

### Schedule

Date	Topic	Reading
<b>Week 1 (9/ 30 &amp; 10/2 ):</b>	Thinking as information processing Thinking and learning	Roediger (2006) Make it stick, Chapter 2
<b>Week 2 (10/7 &amp; 9):</b>	Fast and slow thinking Introspection	Kahneman chapter 1 Nisbett and Wilson, 1977
<b>Week 3 (10/ 14 &amp; 16):</b> (quiz 1)	Anchoring and Availability bias Framing effects	Kahneman chapter 11/12 Kahneman chapter 26
<b>Week 4 (10/21 &amp; 23):</b> (quiz 2)	Base rate neglect Base rate contin.	TBA
<b>Week 5 (10/28 &amp; 30):</b>	<b>Review Session with Cory</b> <b>Thursday: Exam 1</b>	
<b>Week 6 (11/ 4 &amp; 6):</b> (quiz 3)	Creativity Intelligence	Robertston, chapter 3 Halpern, chapter 10 Robertston, chapter 6
<b>Week 7 (11/11 &amp; 13):</b> (quiz 4)	Blink Choice overload	Gladwell TBA Vohs et al. 2008 Johnson (2008) Potchepsova, 2009
<b>Week 8 (11/18 &amp; 20):</b> (quiz 5)	Perception of Chance Thinking in disaster movie	Plous, chapter 10 &14 (only accessible in class)
<b>Week 9 11/ 25):</b> (quiz 6)	Thinking and emotion	Loewenstein (2005) Slovic & Peters (2003)
<b>Week 10 (12/2 &amp;4):</b>	Review <b>Thursday: Exam 2</b>	

**SCHEDULE IS SUBJECT TO CHANGE OVER THE COURSE OF THE QUARTER!**

## Evaluation

**Reading questions:** There will be about 18 readings for this class. For each one, you will submit 5 questions that refer to the content of the reading. The questions should address major concepts or research topics addressed in the reading. Each question is worth 5 points. For maximum points you will have to submit questions for 15 readings.

**Quizzes:** There will be 5 quizzes this term. The quizzes will be all multiple choice questions and will be taken on Blackboard on **Mondays**. Quizzes will focus mainly on content covered in the previous week. Quizzes will become available on Mondays, 8am and will remain open till midnight. 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 10 questions. Once you enter the quiz, you must finish the quiz. Do NOT enter the quiz unless you are prepared to take the quiz. Please be sure to use a secure internet connection while taking each quiz, and use Firefox as other browsers sometimes have issues with Blackboard. Each quiz will be worth 10 points. Your lowest quiz score will be dropped.

**Exams:** There will be 2 exams this term. They will be worth 80 pts each and will be cumulative. The exams will contain both multiple choice, true/false and fill in the blank 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 scantrons.

**A missed exam can be made up during finals week. The date will be announced. There will be one (!) exam given that covers the entire term**

**Final grade:** The final grade will be determined as follows:

Reading Questions: 15 reading x 5pts = 75 pts (18%)

Quizzes (5): 5 quizzes x 15 pts = 75 pts (18%)

In class questions: 32 questions x 2.5 points = 48 pts (12%)

Exams (2): 2 x 80 pts = 160 pts (40%)

Attendance (16 classes will take attendance. For full credit you have to attend 14 classes: 42 pts (3 pts per class) (10%)

Total: 400 pts

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-

### **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:** 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!

**Attendance Policy:** Come to 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) either by email ([uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)) or by phone ([1-541-346-1155](tel: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. If you have questions about grading, then set up an appointment. If you have further questions, please come and see 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- come 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 400 possible points. So it is like asking for 2 point gift on an assignment, quiz or exam.

**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 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