

## **PSYCHOLOGY 330 – THINKING**

Instructor: Dr. Catrin Rode

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Tue & Thu 12:00–1:20 PM

101 LLCS

Office hours: Tue & Thu, 2 – 3 pm

**Office hours location: Straub 437**

GTFs:

Stefania Ashby

LISB 234

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

**Office hours: Wed, 1 – 2 pm and by appointment**

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**Office hours: Mon, 1:30 – 2:30pm and by appointment**

**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!**

**Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
<b>Week 1 (9/ 28 &amp; 10/1 ):</b>	Thinking as information processing Thinking and learning	Roediger (2006) Make it stick, Chapter 2
<b>Week 2 (10/6 &amp; 8):</b> (quiz 1)	Introspection Fast and slow thinking	Nisbett and Wilson, 1977 Kahneman chapter 1
<b>Week 3 (10/ 13 &amp; 15):</b> (quiz 2)	Anchoring and Availability bias Framing effects	Kahneman chapter 11/12 Kahneman chapter 26
<b>Week 4 (10/20 &amp; 21):</b> (quiz 3)	Base rate neglect Base rate contin.	TBA
<b>Week 5 (10/27 &amp; 29):</b> (quiz 4)	Deductive reasoning Development of Thinking	
<b>Week 6 11/ 3 &amp; 5):</b> (quiz 5)	Creativity Interindividual differences	Robertston, chapter 3 Halpern, chapter 10 Robertston, chapter 6
<b>Week 7 (11/10 &amp; 12):</b> (quiz 6)	Blink Choice overload	Gladwell TBA Vohs et al. 2008 Johnson (2008) Potchepsova, 2009
<b>PAPER DUE DATE!</b>		
<b>Week 8 (11/17 &amp; 19):</b> (quiz 7)	Perception of Chance Thinking in disaster movie	Plous, chapter 10 & 14 (only accessible in class)
<b>Week 9 (11/ 24):</b> (quiz 8)	Thinking and emotion	Loewenstein (2005) Slovic & Peters (2003)
<b>Week 10 (12/1 &amp; 3):</b> (quiz 9 on <b>THURSDAY</b> )	Thinking and language	

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

## Evaluation

- (1) Weekly quizzes (60 % of the grade). Each Tuesday, there will be a 20 minute quiz at the beginning of class. The quiz will be composed of 5 questions on the readings and class lectures of the week prior and 15 questions on content of past weeks. The lowest score will be dropped.

Week 2 quiz: 10 questions on week 1 content

Week 3 quiz: 10 question on week 2 plus 5 questions on week 1

Week 4 quiz: 5 questions on week 3 plus 10 questions on week 2 and 1

Week 5 quiz: 5 questions on week 4, plus 15 questions on week 3, 2, 1

Week 6 quiz: 5 questions on week 5, plus 15 questions on week 4, 3, 2, 1

Week 7 quiz: 5 questions on week 6, plus 15 questions on week 5, 4, 3, 2, 1

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Week 10 quiz (Attention: The quiz is on THURSDAY!): 5 questions on week 9, plus 15 questions on week 9, 8, 7, 6, 5, 4, 3, 2, 1

- (2) In class question (10 %). In each class session an in class question will be posed. Your response will count towards attendance credit.

- (3) Short paper (30%). You will write a short paper (3 pages) on a topic of your choice. The assignment is to apply any of the concepts you have learned in class and apply it to a real world experience/observation. The paper will be scored based on the quality of analysis of your observation (e.g. correctly applied scientific terminology to the observation; correct explanation of the phenomenon in terms of a theory discussed in class).

## Grading:

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:**

**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.