Psychological Thinking
PSYC 3315

Instructor: **Dr. Angela S. Kelling, kellinga@uhcl.edu, (281-283-3488)**
Contacting Me: **Email is BY FAR the best way to contact me**. I will try to answer all professional/respectful emails within 24 hours, but there are no guarantees. Phone messages and blackboard posts/messages are less reliably ways and not recommended for anything time sensitive.
Class Info: **Monday 9-11:50 pm, Bayou 2230, Spring 2018**
Office Hours: **TBD, by appointment**
Office is in Arbor 1307-08
Please send an email to meet so I can reserve the time for you, and we could also meet via video chat or telephone.

Applied Critical Thinking Statement

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an
ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking model (http://www.criticalthinking.org/), one model of critical thinking involves thinking for a purpose, asking questions, using information, applying concepts, drawing inferences and conclusions, identifying assumptions, anticipating implications and consequences, and recognizing points of view. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

Using This Syllabus

This syllabus contains most of the information that you need for understanding how the course is organized. If you have a question, **first** check the material in the syllabus and if you still need help, by all means ask.

Required Texts

Stanovich, K. E. (2012). *How to think straight about psychology: 10th Edition.* US: Pearson. ISBN-10: 0205914128.
Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2011). *50 great myths of popular psychology: Shattering widespread misconceptions about human behavior*. John Wiley & Sons. ISBN-10: 1405131117.

Recommended: APA Publication Manual (6th Edition) because you will be writing in APA Style.

Course Description, Objectives, and Expectations

Course Description

In this course, students will develop skills that will be beneficial in future psychology courses, as well as related disciplines. The course will focus on the development of critical thinking skills relevant to psychology research and concepts, reading and understanding journal articles, critical analysis of research, and writing about psychological topics. The goal is to develop a clear, deep understanding of psychology, critical thinking, and the scientific method. Since this is a skills-based class, and not a content based class, there will be a lot of reading, writing, and discussion.

Central Question:
What is psychological thinking and how should it guide my consumption of information?

Central questions represent the purpose of a course. The subject-specific material in this course is organized to answer the two central questions listed above. As you read, listen, and write in this course, occasionally reflect on how the material answers or addressed these central questions.

Fundamental concepts of a course can be thought of as the foundations of a course. They are the scaffolding upon which all other ideas are constructed. If you understand these concepts in a deep, personal, and meaningful way, it will support your learning of all other topics. Ultimately, a thorough understanding of the fundamental concepts of a course should help you explore, in a meaningful way, the central questions of a course. Each reading, lecture, or discussion should be tied back to a fundamental concept. Approaching each presentation of material with a focus on fundamental concepts and central questions will allow you to think critically about learning. You demonstrate mastery of a topic when you think and speak in terms of that course's fundamental concepts. In the context of this course, you are thinking like an expert in learning when you focus on

1. **Critical thinking**: We all think that we can think, but often do not realize we have biases and assumptions that influence our thinking. Through this course we will explore how to improve the skill of critical thinking by actively using critical thinking to process information; essentially engaging the material with depth and clarity. We will use the intellectual standards to process information. Through exploration driven by curiosity, we will analyze popular psychology myths and media representations of psychological research.
2. **Scientific method**: Gaining knowledge in psychology is based in the scientific method. We will explore with depth and clarity how the scientific method is used in psychology. Specifically, we will discuss concepts, causal connections, generalization, and conclusions. Students will be expected to distinguish between academic and non-academic sources of information as well as pseudoscience and true psychological research, explain the importance of the scientific method in psychology, evaluate the presentation of psychological topics in non-academic sources, describe the components of an academic article, clearly summarize academic articles, and critically evaluate research.

Student Learning Objectives (SLO)
1. Apply critical thinking and scientific method **concepts** with *clarity* and *relevance*.
2. Explore academic and non-academic **information** with *depth* and *breadth* (curiosity).
3. Make *accurate* and *logical* **inferences** about psychological research presented in the non-academic sources and the application of psychological research to real world situations.
4. Improve *clarity*, *accuracy*, *precision*, and *relevance* in (APA) written and oral communication.

Assessment

Grade
Much of the material in the assigned reading will not be covered in the lecture, but you are still responsible for such material. Likewise, there may be material covered in lecture that does not appear in the text. You are also responsible for this material unless otherwise noted. Your grade in this course will consist of an accumulation of points from the assignments.

A default plus/minus grading scale will be used (e.g., 90%+=A's, 80-89.9%=B's, 70-79.9%=C's, 60-69.9%=D's, 59.9% or lower=F). However, I reserve the right to adjust the grades up depending on the distribution of scores, but this adjustment is in no way guaranteed and is unlikely. Grades will never be adjusted downward. Grades will be rounded to nearest tenth at the end of the semester. You have ample opportunities to earn points in this class, so there is no reason why you should not be able to get the grade you want in this class. There is no extra credit or work at the end of or after the semester to bring your grade up.

INDIVIDUAL PAPER (15%):
SLO 1, 2, 4
Each student will also be responsible for an individual 3-5 page (of text) APA style literature review of an area of literature relating to critical thinking. Topics should be driven by student curiosity. Examples of topics could include how providing slides effects learning, is cramming an effective study strategy, how children learn point of view, etc. You will be expected to create a clear, relevant, and accurate literature review that covers the information and concepts with depth and breath. You will need at least 5 peer-reviewed sources. You can use other academic sources, but nothing like Wikipedia. Topics will be due by 1/29, Outline due 2/19, Draft due 3/19, Final Paper due 4/16.

MEDIA REPORT (10%):
SLO 1, 2, 3
Each student will write a media report to explore the accuracy and logic of the presentation of psychological research in the media. Chose a concept relevant to your life and find a recent (within last 5 years) media/news article on it (e.g. eating fish has no heart protection, long commutes make people stressed, college students drink too much, FB makes you sad). Then find a peer-reviewed article mentioned in the media article. Allow time to retrieve the article. If media article does not provide enough information to find

the peer-reviewed article, chose a different media article. Read both articles. Write a clear, relevant summary of the peer-reviewed article and critique how it was covered in the media article. Extra credit if you also critique the peer-reviewed article. Turn in your report, a copy of the media article, and a copy of the peer-reviewed article.

GROUP PROJECT (30%):
SLO 1, 2, 4
Although many students dread group work, working in groups is a valuable skill and employers consistently mentioned teamwork as an essential skill. For this class, students will work in small groups on a technology platform called *Mad Science/Study Crafter*. The project and your individual paper will complement each other. You will not have to run participants or analyze data, but you will have to present and demonstrate your program. There are two options for the project.
1. **Design an experiment:** Students will work in small groups to create a short experiment. The topic is open, but must be designed in such a way that it replicates a well-known phenomenon/experiment, This is meant to show that you understand how to test falsifiable hypotheses, to show the importance of and challenges with replicating others' work, and illustrate how the methods that you use impose limitations on your ability create experiments. It is important to work together to ensure everyone understands their results; however, students' work should reflect their own understanding.
2. **Teach a concept:** Choose a psychological concept and create a tutorial and quiz for the concept. The topic is open, but the design must reflect best practices for instruction in the concept and must clearly explain the concept.

There are three components to the grade
1. **Annotated Bibliography (5%):** Each group will find, read, and summarize 5-10 peer-reviewed journal articles on the theory you are testing or the concept you are teaching about in the group project to create an annotated bibliography. Each group member must contribute at least 2 references to the annotated bibliography. Each group will turn in one combined annotated bibliography with evidence of a deep and broad exploration of psychological research. Due 2/5.
2. **Presentation (15%)**: The presentation should reflect contributions of everyone in the group. Grades will be assigned based on oral presentation, visual presentation of content, ability to answer questions/understanding of the topic, and the design of the project (does the experiment you created test the hypothesis you meant to test; does it teach the concept you are trying to teach).
3. **Paper (10%)**: Each group will be responsible for a 3-5 page (of text) paper that is a clear, relevant, and accurate literature review covering the information and concepts with depth and breath. This paper will be an APA-style Introduction/Literature Review that ties the articles from the Annotated Bibliography to the group-created project. For the experiment projects, the Introduction should end with the hypothesis/hypotheses that the experiment tests and the articles should be used to support the hypothesis/hypotheses. A second section of the paper will explain the design of your experiment and how your design tests the theory and how it is similar to and different from past experiments meant to test the theory. The second section is similar to a traditional Methods section in an APA-style paper. For the instructional projects, the paper will require a summary of the concept from a textbook (which can be the same for all group members), a section of instructional best practices for the concept, and current research on the concept.

MYTH REPORTS (20%, 2 at 10% each)
SLO 2, 3, 4
Each student will do two myth reports from the 50 Myths book. Each student will chose one myth from 1-25 and one from 26-50. For each report, you will need to give a 5 minute presentation on the myth and turn in a 1-2 page paper on the myth. In each, discuss when the myth is and is not correct (accuracy and logic), what conclusions have been drawn from current research (depth and breadth), and why some people believe the myth (curiousity). Oral reports do not require powerpoint. Written reports do not have to use in-text citation of the text unless using quotations. Do not copy directly without citation as that is plagiarism.

GUIDED READING QUESTIONS (10%):
Each week, you will be required to upload a 1-2 page summary/reaction paper to the readings assigned for the week. These are due at start of class.

PARTICIPATION (15%):
You will be given time in class for discussion and activities. You must be present and active to receive points. Bonus points may be assigned based on active class participation (not texting, asking questions, answering questions, etc).

LATE ASSIGNMENTS: For this class, you are given 3 extension days individually and as a group. You can use them on one assignment or split between assignments. After those days are used, late assignments will have a 20% penalty per 24 hours late

Critical Thinking Assessment

Student Learning Objective	Excellent	Acceptable	Unacceptable
SLO1: *Clear* and relevant *application* of the **concepts**	Student artifact demonstrates accurate and logical application of **concepts**.	Student artifact demonstrates mostly accurate and logical application of **concepts**.	Student artifact **lacks** accuracy and logic.
SLO2: Explore **information** with *depth* and *breadth*	Student artifact demonstrates depth **and** breadth**.**	Student artifact demonstrates depth or breadth**, but not both.**	Student artifact **lacks** depth **and** breadth.
SLO3: Make *accurate and logical* **inferences**	Student generates logical **and** accurate conclusions	Student generates **mostly** logical and accurate conclusions	Conclusions are **not** accurate or logical.

Scores for each grade element will be based on an aggregation of each relevant Student Learning Objectives. The following assessment levels will be used

> *Excellent: 90% and above*
> *Acceptable: 70-89%*
> *Unacceptable: 69% and below*

Intellectual Property
Taping lectures or classroom discussions is permitted. However, it is expected that students will request authorization from the instructor to tape a class. Notes and/or tapes of class lectures and discussions cannot be sold.

Students with Special Needs (Disabilities)
If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete the registration process. To ensure your accommodations are in place for the entire semester, please request your accommodation letters from Disability Services and provide them to me at the beginning of the semester. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Writing Center
The UHCL Writing Center offers tutoring assistance on writing projects for students during any stage of the writing process. They offer face-to-face tutoring, along with online assistance through the Center for Online Tutoring (COLT). Students wishing to use the resources provided by the Writing Center may make an appointment by coming in person to SSCB 2105, by calling 281-283-2910, or by visiting our website www.uhcl.edu/writingcenter and clicking "Make an Appointment."

Dropping the Class
April 10th is the last day to drop a Spring 2017 course. Dropping the class must be done officially through the registrar's office. Students who simply stop doing the work and do not officially drop will fail the course.
6-Drop Rule: Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date (September 13th, 2017) for the semester/session does not affect your 6-drop rule count. Dropping this or any other course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping any course. Visit www.uhcl.edu/records for more information on the 6-drop rule and the census date information for the semester/session.

Incompletes

A grade of Incomplete ('I') may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing course requirements. When assigning the grade of 'I,' instructors provide students with an Incomplete Grade Contract that outlines the work to be accomplished before the 'I' can be converted to a final grade and specifies a deadline date.

Changes

The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Courtesy

Respect and be considerate of others in the class. Please be on time. It should go without saying, but turn off all ringers, cell phone, PDA, etc., before entering the class and refrain from talking and texting. Headphones will not be allowed unless medically necessary. If you disturb the class, you may be asked to leave or incur an in-class punishment. Students are expected to be aware of and abide by all rules, regulations, and guidelines of the university and within the Student Life Handbook including but not limited to academic honesty and sexual harassment.

Please keep all communications in a professional manner. Any non-professional communications will be ignored. Please allow for 24 hours for responses by email.

Use of Class Products in Assessment

The University of Houston–Clear Lake may use your artifacts in this class to generate assessment data. Any works used will be used only for educational purposes.

Academic Honesty

All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy for standards of academic honesty. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a grade penalty or failure of the course Exams and papers are expected to be your own work, in your own words. No cheating! It is your responsibility to understand what is meant by "academic honesty." Plagiarism includes using research without citations, or using a created product without crediting the source. **Cheating and plagiarism will not be tolerated and will result in a grade penalty, failure of the course, or possibly suspension from the university**. If you have any questions about what constitutes plagiarism, be sure to ask. In addition to asking me, there is a really helpful tutorial on what constitutes plagiarism (https://www.indiana.edu/~academy/firstPrinciples/choice.html

"I didn't know I wasn't supposed to do that," or "I didn't mean to" will NOT be legitimate excuses for violating UHCL's Code of Conduct or the Department of Psychology's Policies. It is YOUR responsibility to know and to understand the code and the policies.

No student shall receive, attempt to receive, knowingly give, or attempt to give unauthorized assistance in the preparation of any work to be submitted for credit as part of a course including, but not limited to, examinations, laboratory reports, essays, themes, and term papers. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic-based information, or illustrations of someone other than the student are incorporated into a work product, the source should be duly acknowledged.

All faculty members have access to electronic resources that instantly identify papers containing unoriginal material. These programs are used to promote originality in student work and to deter students from plagiarizing. I will check the paper using the "SafeAssign" plagiarism detection software, so you will get caught if you plagiarize (NOTE: I have already caught several students, and I WILL likely catch you, too).

Students may not turn in (or modify) a paper from a previous course or use the same paper for multiple courses. Students should meet with their course instructor(s) to clarify their individual policies regarding this matter as well as to ensure violations do not occur. Also, refer to the current edition of the Publication Manual of the American Psychological Association for specific guidelines on APA format regarding citations and references. Another good source is Perdue's OWL website (https://owl.english.purdue.edu/owl/)

Tentative Schedule

NOTE: **The syllabus can be changed at any time at the discretion of the instructor.**
(Any changes to the syllabus will be posted in Blackboard. It is the responsibility of the student to be aware of changes.)

Week:	**Date:**	Stanovich Chapter	Other	Topic and **Assignment (all due start of class)**
1	1/22			Syllabus/intro/Critical Thinking
2	1/29		Psyc Files: Can we teach it? 1 and 2	How do we use Critical Thinking in Psychology? Literature Search, Annotated Bibliography **Individual Paper Topic Due, Group Topic Due**
3	2/5	2, 8	Henriques (2016); Hidden Brain	How do we use the scientific method in Psychology? **Group Annotated Bibliography Due, Media article selection due**
4	2/12	1, 4, 12		How do we learn what has been studied in psychology? **Myth Reports 1-5**
5	2/19			What information can we get from a psychology article? Review of APA style, Hands-on *Mad Science* demo **Individual Paper Outline Due, Myth Reports 6-10**
6	2/26			What is psychology's relation with the media? *Mad Science* time **Myth Reports 11-15**
7	3/5	3	Invisibilia: Emotions	How do we measure concepts? **Media Report Due, Myth Reports 16-25**
8	3/12			**SPRING BREAK**
9	3/19	5, 6	How reliable are psychology studies?	How do we investigate causal connections? **Individual Paper Draft due**
10	3/26	9		Multiple Causation; **Myth Reports 26-30**
11	4/2		Invisibilia: The Culture Inside	Work day; **Myth Reports 31-35**
12	4/9	7		How do we generalize findings? **Myth Reports 36-40**
13	4/16	10, 11		How do we use statistics to make conclusions? **Individual Paper Due**
14	4/23		Asendorpf et al. 2013	What else do we need to know? **Myth Reports 41-50**
15	4/30			**Group Presentations and Paper Due**

Psyc Files: Can we teach it?: http://www.thepsychfiles.com/2012/10/ep-183-critical-thinking-important-yes-but-can-we-teach-it-well/
And http://www.thepsychfiles.com/2012/11/ep-184-critical-thinking-part-2-important-yes-but-can-we-teach-it-well/

Hidden Brain: https://one.npr.org/?sharedMediaId=479201596:479202167

Invisibilia: https://www.npr.org/podcasts/510307/invisibilia

This syllabus signifies a contract. I, as the instructor, will abide by the guidelines listed above. This removes the possibility of surprise. In return, I ask for assurance that you have read the guidelines in this syllabus as well as abide by them, including the Academic Honesty Policy.

PLEASE RETURN THIS TO ME BY THE FIRST ASSIGNMENT OR YOUR GRADE WILL NOT BE POSTED.

By Signing Below, I acknowledge that I have read this syllabus and will abide by its guidelines.

_____

Print Name and Date

_____

Sign Name