SYLLABUS

PSYCHOLOGY 3 CRITICAL THINKING AND PSYCHOLOGY

SPRING 2010—M W 12-1:25 PM

DR. MICHAEL WYNNE

OFFICE: ARTB 302D OFFICE HOURS: M W 11-12 PM; T TH 10-11 AM; TH 4:30-5:30 PM

NOTIFICATION PROCEDURE

YOU CAN CONTACT ME AT (310) 660-3593 EXT 3562 DURING OFFICE HOURS. IF I AM NOT IN THE OFFICE, PLEASE SEND AN EMAIL BY USING YOUR ECC EMAIL ACCOUNT (DO NOT SEND AN EMAIL FROM ANY OTHER ACCOUNT). MY E-MAIL ADDRESS IS: mwynne@elcamino.edu

COURSE DESCRIPTION

THIS COURSE FOCUSES ON THE DEVELOPMENT OF CRITICAL THINKING SKILLS RELATED TO PSYCHOLOGY. IN ADDITION TO LEARNING BASIC SKILLS OF LOGIC, STUDENTS WILL ALSO LEARN ABOUT THE LOGIC OF THE SCIENTIFIC METHOD AND THE COMMON ERRORS OF HUMAN COGNITION THAT IMPEDE CRITICAL THINKING. EMPHASIS IS PLACED ON THE APPLICATION OF CRITICAL THINKING SKILLS TO WRITING EFFECTIVE ARGUMENTS, ANALYZING THE WRITINGS OF OTHERS, AND UNDERSTANDING CONTEMPORARY CONTROVERSIES IN PSYCHOLOGY.

COURSE OBJECTIVES

1. DIFFERENTIATE BETWEEN THE CHARACTERISTICS OF CRITICAL AND USUAL THINKING.
2. IDENTIFY AND ANALYZE THE STRUCTURE AND COMPONENTS OF ARGUMENTS.
3. COMPOSE AND EVALUATE ARGUMENTS, APPLYING CRITICAL THINKING SKILLS.
4. DIFFERENTIATE BETWEEN DEDUCTIVE AND INDUCTIVE ARGUMENTS, AND EVALUATE VARIOUS FORMS OF EACH.
5. DESCRIBE THE COMPONENTS OF CREDIBILITY AND ASSESS THE CREDIBILITY OF SOURCES AND CLAIMS.
6. RECOGNIZE LOGICAL FALLACIES AND OTHER RHETORICAL DEVICES, AND DISTINGUISH BETWEEN FALLACIOUS, NON-ARGUMENTATIVE, AND ARGUMENTATIVE REASONING IN PERSUASION.
7. DESCRIBE THE HALLMARK CHARACTERISTICS OF THE SCIENTIFIC METHOD AND CONTRAST IT WITH OTHER FORMS OF INQUIRY.

8. ANALYZE THE STRENGTHS AND WEAKNESSES OF VARIOUS RESEARCH DESIGNS IN PSYCHOLOGY.

9. EVALUATE ISSUES OF CAUSAL INFERENCE BY DIFFERENTIATING BETWEEN CORRELATION AND CAUSATION.

10. ANALYZE THE INFLUENCE OF LANGUAGE AMBIGUITY, VAGUENESS, AND OTHER LINGUISTIC FACTORS ON REASONING.

11. IDENTIFY CHARACTERISTICS OF HUMAN COGNITION THAT INTERFERE WITH CRITICAL THINKING.

12. USE CRITICAL THINKING SKILLS TO ASSESS CONTROVERSIAL ISSUES IN PSYCHOLOGY.

STUDENT LEARNING OUTCOME

STUDENTS WHO SUCCESSFULLY COMPLETE THE COURSE AND ITS REQUIREMENTS WILL BE ABLE TO APPLY THE PRINCIPALS OF CRITICAL THINKING TO EVALUATE THE QUALITY OF INFORMATION INTENDED TO PERSUADE.

PREREQUISITE: ENGLISH 1A WITH A MINIMUM GRADE OF C.

TEXTBOOKS AND OTHER MATERIALS NEEDED

1. HALPERN, DIANE F. (2003) THOUGHT AND KNOWLEDGE: AN INTRODUCTION TO CRITICAL THINKING. (4TH. ED.) MAHWHA, NEW JERSEY: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS. (REQUIRED)


4. GREEN SCAN-TRON SHEETS (FORM 882) AND #2 PENCILS ARE REQUIRED FOR QUIZZES.

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<tr>
<td>THINKING: AN INTRODUCTION</td>
<td>HALPERN CH 1</td>
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<td>MEMORY: THE ACQUISITION, RETENTION, AND RETRIEVAL OF KNOWLEDGE</td>
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<td>EXERCISE</td>
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<td>THE RELATIONSHIP BETWEEN THOUGHT AND LANGUAGE</td>
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<td>SHOULD PSYCHOLOGISTS BE ABLE TO PRESCRIBE DRUGS?</td>
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<td>REASONING: DRAWING DEDUCTIVELY VALID CONCLUSIONS?</td>
<td>HALPERN CH 4</td>
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<td>EXERCISE</td>
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<td>HALPERN CH 5</td>
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<td>DO WOMEN AND MEN COMMUNICATE DIFFERENTLY?</td>
<td>SLIFE ISSUE 5</td>
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<td>DECISION MAKING</td>
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<td>EXERCISE</td>
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<td>CAN SEX BE ADDICTIVE?</td>
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<td>HALPERN CH 10</td>
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<td>EXERCISE</td>
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USE OF TEXTBOOKS AND DISCUSSIONS

It is important that students utilize the SQ3R Study Method. This method will assure improved comprehension and make it easier to prepare for quizzes. Also, you must bring your textbooks to every class meeting and come prepared to take notes. The discussions will only focus on certain main points in each chapter. They are meant to be a review and not a substitute for reading the whole chapter. On occasion, adult language may be used in the class. If such language is offensive to you, you might want to consider dropping the class and taking it from someone else.

ETUDES-NG

This course utilizes the Etudes-NG course management system. It can be used to create and manage course content, evaluate performance and communicate with students. Announcements, course syllabus, assignments and grades can be posted. Please read the information that follows regarding how to use the Etudes-NG course management system.

When you login for the first time, you will be required to enter two pieces of information: your USER ID and your PASSWORD. Your USER ID is: your first name (underscore) last name [all lower case]. Some ECC student ID’s have been adjusted to accommodate multiple persons with the same name.

Your default PASSWORD is the month and date of birth included in your ECC record (MMDD).

Now you are ready to login! Starting on the first day of the semester (and after waiting 24 hours after you registered for the class), login to your class by going to the Etudes Portal (https://myetudes.org)

Remember to bookmark this site to access your class quickly! Write down your user ID and password and store them in a safe place.

FACULTY WEB PAGE

You can reach my faculty web page by going to http://www.elcamino.edu/faculty/mwynne. My web page has handouts on the SQ3R Study Method, time management, active listening, note taking and test taking. It also has some general information.

HOMEWORK ASSIGNMENTS

1. Students must finish the reading assignments prior to the due dates. This will allow you to keep up with the discussions and ask questions about concepts that were not clear to you from the readings.
2. It will be very important for you to look at the news and commercials on television daily and read a newspaper regularly.
QUIZZES

THERE WILL BE A QUIZ GIVEN IN CLASS AFTER THE COMPLETION OF EACH CHAPTER. EACH QUIZ WILL BE WORTH A MAXIMUM OF **10 POINTS**. IF YOU MISS ONE OF THE QUIZZES, YOU NEED TO CONTACT ME ABOUT MAKING ARRANGEMENTS TO MAKE UP THE MISSED WORK (SEE NOTIFICATION PROCEDURE SECTION).

QUIZ SCORES

YOUR QUIZ SCORE WILL BE ON ETUDES-NG WITHIN 24 HOURS AFTER THE QUIZ. THERE WILL BE NO SCORES HANDED OUT IN CLASS.

EXERCISES

THERE WILL BE BOTH IN CLASS AND TAKE HOME EXERCISES AFTER THE COMPLETION OF EACH CHAPTER. EACH EXERCISE WILL BE WORTH A MAXIMUM OF **10 POINTS**. LATE EXERCISES MAY LOSE **3 POINTS**.

ESSAYS

**TWO ARGUMENTATIVE ESSAYS** DETAILING AND DEFENDING A SPECIFIC POSITION ON A CONTROVERSY IN PSYCHOLOGY.

**TWO ANALYTIC ESSAYS** EVALUATING PRO AND CON ARGUMENTS ON CONTROVERSIAL ISSUES IN PSYCHOLOGY.

ALL ESSAYS WILL BE GRADED IN TERMS OF APPLICATION OF COURSE CONTENT AS WELL AS WRITING STYLE, INCLUDING ORGANIZATION, STYLE AND GRAMMAR. STUDENTS MAY BE REFERRED TO THE WRITING CENTER FOR HELP IN THOSE AREAS THAT ARE OUTSIDE THE BOUNDS OF THIS COURSE.

ATTENDANCE/PARTICIPATION

CLASS ATTENDANCE IS REQUIRED. YOU ARE EXPECTED TO ATTEND CLASS REGULARLY, TO BE ON TIME, AND TO BE AN ACTIVE PARTICIPANT. BECAUSE OF THE IMPORTANCE OF YOUR PARTICIPATION IN CLASS, YOU WILL RECEIVE A MAXIMUM OF **40 POINTS** FOR ATTENDANCE/PARTICIPATION. IF YOU DECIDE TO STOP ATTENDING THE CLASS, IT IS YOUR RESPONSIBILITY TO OFFICIALLY WITHDRAW FROM THE CLASS.
GRADING SYSTEM

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<td>A</td>
<td>360-400</td>
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<tr>
<td>EXERCISES</td>
<td>90</td>
<td>A</td>
<td>360-400</td>
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<tr>
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<td>B</td>
<td>320-359</td>
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<td>50</td>
<td>C</td>
<td>280-319</td>
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CLASSROOM RULES

1. **NO SLEEPING** in the classroom at any time.

2. **NO FOOD** in the classroom at any time. (ECC Office of Safety and Health Newsletter, March 12, 1996).

3. **NO CHILDREN** in the classroom at any time. (President's Newsletter - Vol. 2, No. 4 - Feb. 23, 1996).

4. **TURN OFF AND PUT AWAY** all cellular phones, and other electronic devices before entering the classroom.

5. **NO TAPE RECORDING** allowed in the classroom at any time.

6. ENTER AND LEAVE THE CLASSROOM **QUIETLY**.

SPECIAL RESOURCE CENTER

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Special Resource Center (310-660-3295) as soon as possible to better ensure such accommodations are implemented in a timely fashion. As well, please contact the instructor privately to discuss your specific needs.
DISHONESTY

THE FOLLOWING IS PROHIBITED:

1. REPRESENTING THE WORDS, IDEAS, OR WORK OF ANOTHER AS ONE’S OWN IN ANY ACADEMIC EXERCISE INCLUDING THE USE OF COMMERCIAL TERM PAPER COMPANIES OR ONLINE SOURCES FOR ESSAYS, TERM PAPERS, OR RESEARCH PAPERS, WHETHER FREE OR PAID.

2. ALLOWING ANOTHER INDIVIDUAL TO ASSUME ONE’S IDENTITY OR ASSUMING THE IDENTITY OF ANOTHER INDIVIDUAL.

3. CHANGING ANSWERS ON A PREVIOUSLY SCORED TEST, ASSIGNMENT, OR EXPERIMENT WITH THE INTENT TO DEFRAUD.

4. INVENTING DATA FOR THE PURPOSE OF COMPLETING AN ASSIGNMENT, A LABORATORY EXPERIMENT, OR CASE STUDY ANALYSIS WITH THE INTENT TO DEFRAUD.

5. OBTAINING OR COPYING EXAMS OR TEST QUESTIONS.

6. GIVING OR RECEIVING INFORMATION DURING AN EXAMINATION OR TEST BY ANY MEANS SUCH AS SIGN LANGUAGE, HAND SIGNALS, OR SECRET CODES, OR THROUGH THE USE OF ANY ELECTRONIC DEVICE.

7. USING AIDS SUCH AS NOTES, CALCULATORS, OR ELECTRONIC DEVICES DURING AN EXAMINATION OR TEST.

8. HANDING IN THE SAME PAPER OR OTHER ASSIGNMENT IN MORE THAN ONE CLASS.

9. ANY OTHER ACTION WHICH IS NOT A HONEST REFLECTION OF A STUDENT’S OWN ACADEMIC WORK.
SQ3R STUDY METHOD


2. **QUESTION** EACH SUBSECTION OF ASSIGNED TEXTBOOK MATERIAL BY FORMULATING YOUR OWN PERSONALLY MEANINGFUL QUESTIONS ABOUT THE MATERIAL TO BE READ. YOU CAN DO THIS BY TURNING THE SUBSECTION HEADING INTO A QUESTION OR BY USING ANY QUESTIONING METHOD THAT WORKS FOR YOU AND GETS YOU INTERESTED IN THE MATERIAL TO COME.

3. **READ** THE ENTIRE CHAPTER OR A SUBSECTION OF IT FOR UNDERSTANDING (DO NOT TRY TO MEMORIZE IT). DO NOT UNDERLINE, HIGHLIGHT, OR OUTLINE AT THIS POINT. IF YOU READ THE ENTIRE CHAPTER, IT IS EASIER, PERHAPS, TO UNDERSTAND THE UNDERLYING PATTERN OF THE READING AND THE INTER-RELATIONSHIPS AMONG INDIVIDUALS TOPICS AND FACTS. HOWEVER, SUCH A LARGE DOSE OF MATERIAL CAN BE QUITE CONFUSING, AND YOU ARE APT TO BECOME FATIGUED BEFORE YOU FINISH. REMEMBER, THAT YOU ARE READING FOR UNDERSTANDING. IF YOU FIND YOUR ATTENTION LAGGING OR FIND YOURSELF JUST "READING WORDS" WHO'S MEANING DOES NOT "STICK" YOU SHOULD DIVIDE THE MATERIAL INTO SMALLER CHUNKS. MANY STUDENTS FIND IT PREFERABLE TO BREAK DOWN A CHAPTER INTO PARTS SUCH AS A MAJOR SECTION, SUBSECTION, OR EVEN PARAGRAPHS. THEY THEN GO THROUGH THE READ, RECITE, AND REVIEW SEQUENCE FOR EACH "PART" BEFORE GOING ON TO THE NEXT PART.

4. **RECITE** THE MATERIAL YOU HAVE JUST READ BY PUTTING THE TEXT ASIDE AND GOING OVER IT MENTALLY OR SAYING ALOUD THE MAIN POINTS IN THE READING AND/OR WRITING BRIEF NOTES, WHICH SUMMARIZE THE READING. DO NOT USE THE SAME WORDS USED IN THE BOOK AS THIS WILL INTERFERE WITH YOUR COMPREHENSION OF THE MATERIAL. AFTER YOU HAVE REVIEWED THE MATERIAL, YOU MIGHT ALSO GO BACK OVER THE KEY WORDS AND POINTS IN THE SUBSECTION AND UNDERLINE THEM. THIS WILL SERVE TO HIGHLIGHT THE MAJOR POINTS IN THE TEXT AND MAKE LATER EXAMINATION REVIEWS EASIER. REMEMBER, YOU SHOULD USE THIS UNDERLINING OR HIGHLIGHTING TECHNIQUE ONLY IN THE RECITATION STAGE, NOT DURING THE INITIAL READING. IT IS ONLY AFTER THE INITIAL READING IS COMPLETED THAT YOU CAN DISCERN THE TRULY ESSENTIAL PARTS OF THE MATERIAL PRESENTED.
5. **REVIEW** WHAT YOU HAVE READ, KEEPING IN MIND THE LEARNING OBJECTIVES AND ANY MATERIAL WHICH YOU HAD DIFFICULTY IN READING OR RECITING. IF YOU HAVE UNDERLINED OR HIGHLIGHTED PARTS OF THE SUBSECTION DURING THE RECITATION, EXAMINE THESE PARTS. DO YOU UNDERSTAND EACH POINT AND ITS RELATIONSHIP TO OTHER POINTS? IF YOU HAVE TAKEN NOTES, READ THEM. DO THEY MAKE SENSE? DO YOU UNDERSTAND THE BASIC POINTS MADE BY THE AUTHORS AND THEIR RELATIONSHIPS TO EACH OTHER? IF YOU HAVE TROUBLE RECALLING INFORMATION IN YOUR NOTES OR UNDERLINED IN THE TEXT, TAKE ANOTHER LOOK AT YOUR NOTES OR THE BOOK AND TRY AGAIN. YOUR REVIEW WILL BE OF TREMENDOUS VALUE IN MAKING SURE YOU HAVE GRASPED ALL THE POINTS MADE IN THE SECTION AND FIXING THEM IN YOUR MEMORY.

**LAST MINUTE EXAMINATION REVIEW**

THE FOLLOWING SUGGESTIONS ASSUME THAT YOU HAVE ALREADY COMPLETED THE ASSIGNED READING USING THE SQ3R METHOD AND ARE THUS READY TO REVIEW EACH CHAPTER YOU HAVE PREVIOUSLY STUDIED.

A. REVIEW THE SUMMARY, MAKING SURE YOU CAN RECITE EACH POINT COVERED.

B. REVIEW THE PARTS OF A CHAPTER THAT YOU HAVE UNDERLINED OR HIGHLIGHTED.

C. REVIEW YOUR NOTES.

D. RELAX. IF YOU HAVE FOLLOWED THE RECOMMENDED STUDY METHODS, YOU HAVE NO DOUBT LEARNED A LOT AND THIS LEARNING WILL BE REFLECTED IN YOUR EXAMINATION PERFORMANCE.