

Instructor/TA Info

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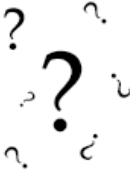
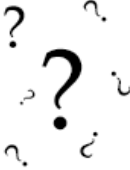
Or By Appointment

Course Information

Description

The focus of this course is critical thinking about psychology. Critical thinking does not mean *being negative* in the sense of looking for psychology's flaws and problems. Critical thinking also does not mean merely *rigorous thinking* in the sense of carefully applying logic, scientific methods, and research statistics. Rather, critical thinking is a *twofold knowledge* of: 1) one's current assumptions, both professional and personal, and 2) assumptions that are alternative to one's current assumptions, both professional and personal. Consequently, the objective of this course is to facilitate your ability to think critically about psychology through the knowledge and application of current and alternative assumptions.

Materials

	Item	Price (new)	Price (used)
	<u>CRITICAL THINKING ABOUT PSYCHOLOGY</u> - Required by SLIFE, B	29.95	22.50
	<u>PACKET PSYCH 311 COURSE READINGS</u> - Required by SLIFE, B	20.00	

Reading Packet Contents

*The below order reflects the order in which the readings are found in your packet.

Naturalism in Psychotherapy - Slife, B. D. (2004). Theoretical challenges to therapy practice and research: The constraint of naturalism. In M. Lambert (Ed.), *Handbook of psychotherapy and behavior change*, pp. 44-83. New York: Wiley.

Theism and Psychotherapy - Slife, B. D., Mitchell, L. J., & Whoolery, M. (2004). A theistic approach to therapeutic community: Non-naturalism and the Alldredge Academy. In S. Richards & A. Bergin (Eds.), *Casebook for a spiritual strategy in counseling and psychotherapy*. Washington, DC: American Psychological Association.

Non-Empirical Issues - Slife, B. D. (2011). Introduction. In B. Slife (Ed.), *Taking sides: Clashing views on psychological issues*, 16th Ed., pp. xix-xxvii. New York: McGraw-Hill.

Learning Outcomes

1. Assumptions of major theories

Students will identify and describe basic assumptions (and the implications of those assumptions) that underlie the major theories, methods, practices, and schools of contemporary psychology.

Measurement: Multiple choice quizzes or short essay assignments.

2. Critically evaluate assumptions in published writings

Students will identify and critically evaluate these basic assumptions in the published writings of psychologists.

Measurement: Multiple choice reading quizzes and short paper essay assignments.

3. Compare and contrast alternative assumptions

Students will compare and contrast alternative assumptions (and the implications of those assumptions) to those associated with the major theories, methods, practices, and schools of contemporary psychology, especially as they may be relevant to a Christian perspective.

Measurement: Short paper essay assignments.

Grading Policy

All the essays are graded on a 100 point basis, with > 90 = A, 80 – 89 = B, 70 - 79 = C and so on. Your final grade is figured on a parallel percentage basis, with > 90% (or 630 points) = A, 80 – 89% (or 560 – 629 points) = B, 70 – 79% (or 490 – 559 points) = C and so on.

Course Papers

The good news is that there are no exams in this course. The bad news is that you are required to write seven, two-page, double-spaced essays through the semester (12 point Times font with one inch margins). Consider the following steps in formulating and writing each paper. These steps will also help you to know how we evaluate your papers. Comments on your papers will refer to specific passages in these steps (e.g., “3C”).

Step 1. Read *carefully* the chapters assigned for the relevant weeks (typically two weeks of readings are necessary for a particular paper). I italicize the word “carefully” because a thorough understanding of these readings is imperative to both the content and style of your papers. If you attempt to write these papers without a careful and thoughtful reading, expect your grade to be low.

Step 2. Select some article or chapter from the writings of mainstream psychologists. A) This selection should originate from the literature of the subdiscipline of psychology that the relevant course readings address (e.g., social psychology). B) This selection should also illustrate two or more of the assumptions noted in the relevant readings. Although many selections, literally thousands, are available, finding a suitable reading to write about constitutes a portion of your grade. C) Do not knowingly use the selection of someone else in the class, unless you have already begun analyzing the article or chapter. D) Even here, it is imperative that you do not trade notes or discuss the selection in common. (It is usually quite easy for us to see when the same selection has been discussed by two or more people.) E) However, discussion about the readings assigned or different selections is always appropriate and encouraged. F) Attach a legible copy of the selection to your email when you submit your paper. Papers will not be accepted without the corresponding selection.

Step 3. Read carefully the article or chapter selected, and identify and explain two assumptions in the selection that were discussed in the assigned readings. A) You are not only to label this set of assumptions from your selection (typically one assumption at a time), B) but you are also to explain why this assumption is the assumption you identify. C) Take pains to make this explanation as thorough as possible. In other words, spell out carefully why you believe the authors of your selection are making this particular assumption. D) What is it about the selection (e.g., quote the author) that leads you to think that the assumption is being made, even though it is not perhaps identified as an assumption by the author(s)? E) When you have identified something

the author has said that you believe is evidence of a particular assumption, be clear about how this passage is connected to the assumption (e.g., unpack the meaning of the quote). Evidence of this sort, along with connections and explanations using this evidence, will be a major portion of the paper, and thus a major portion of the grade.

Step 4. Describe now alternative assumptions to each of the two assumptions you identified in Step 3.

A) Your best resource for accomplishing this task will, again, be the assigned readings. Although one of the readings typically emphasizes alternative assumptions, the other often has important information about alternative assumptions (and vice versa). Describing alternative assumptions implies more than merely labeling them. B) A student must also explain how alternatives are alternatives – how they are different from the current assumptions of the selection or author(s). C) Also, a student must attempt to explore what alternative assumptions might mean for the article or chapter selected. This is perhaps the toughest part of the paper and often the main reason for not getting a high grade. How might the research or topic of the selection have been different if the author or authors had made the alternative assumptions specified? There are many right ways to accomplish this exploration. D) Just be sure to be consistent with the selection and the alternative assumptions. This description of alternative assumptions is the other (other than Step 3) major portion of your paper and grade.

Step 5. Redraft and refine your paper to make it as well organized and as clear as possible. Reviewing and revising your paper is the key to a well written paper (and a high grade). A) Nothing replaces correct content, to be sure, but correct content cannot be discerned without a logical organization and a clear writing style. B) The key to revising and redrafting your paper is to get a rough draft done early (even in the first of the two weeks), so that you can C) review and revise it several times before turning it in for evaluation. D) Having others, including students of our class, review and suggest revisions to your paper is encouraged, as long as all the work on the paper, including the revisions themselves, is yours and yours alone.

Submitting papers. Your essays are due at 5p on the day listed. Email them to 311psych@gmail.com as follows:

- 1) attach your Word document essay to your email (MUST BE A WORD DOCUMENT).
- 2) attach the PDF (or other file if necessary) of your article with the quotes highlighted (or otherwise indicated). If the article is not online, make a note of that with your essay and drop a hard copy off at Dr. Slife's office or bring it to class (before 5pm on Friday).
- 3) cc yourself and check the email that comes to you, opening the attachments to make certain you sent what you intended to send. Otherwise, you could incur a late penalty.

Graded essays will be returned to the same address from which they are sent. To ensure that Family Educational Rights and Privacy Act (FERPA) requirements are satisfied, we request your permission to return your essays by email with the grades on them. At the beginning of the semester you will receive a message through Learning Suite asking for your digital signature if you agree to this procedure. Read the message and reply with your signature and date if you agree. If you do NOT wish to allow your essays to be returned to your email address with the grades on them, you will still receive your essays by email, but the grades will not be on them. You may see your grades through BYU Learning Suite after all essays have been returned to students.

Late papers. A paper is penalized five percentage point (e.g., 89 to 84) for every day it is late (after 5:00 pm on the day listed). Incomplete papers (e.g., missing pages, no attached article) are considered late papers, with the daily penalty incurred. This penalty will be routinely assessed, *regardless of the reason for its lateness* (e.g., flat tire, personal problem). The only possible exception is illness, mental or physical, where a licensed health practitioner writes a note indicating the reason for the lateness.

Grade appeal. If you feel you have a legitimate complaint about a grade on a paper, you are encouraged to appeal the grade. This requires submitting to me a well-reasoned and highly specific explanation of what you feel is the problem. I will re-read your entire paper. If this results in an alteration of your grade (higher or lower), the second grade will replace the original grade. Grade appeals can only be made within the one week period following the return of the paper.

Course Characteristics (or Why You Might Consider Dropping This Course)

- 1) The reading is difficult and will often require you to read the material twice or three times. If you typically do not take the time to do a careful reading of course material, drop the course.
- 2) You cannot memorize the material of this course, nor will merely "knowing" the material be sufficient. You will need to think about and articulate concisely the material well to get a decent grade. If you usually rely on memorizing points, consider dropping the course.

- 3) Your grade is based entirely on small essays. If you do not take the time to write the essays well – revising and redrafting several times – you should probably drop the course.
- 4) The material is different from and more philosophical than most other psychology courses. If you do not wish to learn something new and in depth, then you should probably drop the course.
- 5) You will be asked to find articles/chapters from the library (or your own library) that exemplify concepts from class. If you do not know how to use the library (or its computerized aids), you will have difficulty completing the requirements for this course.
- 6) Your grade on the papers will be lowered if you do not submit your papers on time. If you tend to be tardy with your work, you will end up with a lower grade.
- 7) The material of the course is so difficult that most students find it imperative to attend class and discuss the material with the instructors. (Ask those who have taken the course previously.) If you tend to miss classes, do not take this course.
- 8) The class is large, so questions of clarification are the most useful to everyone.
- 9) The TA and I will not be able to make extensive comments on your papers. If you need extensive assistance with your writing, then consider another class. This is not a class on writing per se; it is a class in which writing skills are expected.

Assignments

Assignment Description

Psychotherapy Essay

Sep
22

Due: Friday, Sep 22 at 5:00 pm

Essays

Essay Return Form

Sep
22

Due: Friday, Sep 22 at 11:59 pm

Social Psychology Essay

Oct
06

Due: Friday, Oct 06 at 5:00 pm

Essay

Experimental Psychology Essay

Oct
20

Due: Friday, Oct 20 at 5:00 pm

Essay

Clinical Psychology Essay

Nov
03

Due: Friday, Nov 03 at 5:00 pm

Essay

Cognitive Psychology Essay

Nov

17

Due: Friday, Nov 17 at 5:00 pm

Essay

Developmental Psychology Essay

Dec

08

Due: Friday, Dec 08 at 5:00 pm

Essay

Stats/Methods Essay

Dec

18

Due: Monday, Dec 18 at 5:00 pm

Essay

Schedule

Date	Topic of Class	Assignment	Essay Deadline
Week 1			
T Sep 05 Tuesday	Critical Thinking	Syllabus	
Th Sep 07 Thursday	Examples of Assumptions Non-empirical Issues in Psychology	Introduction - Slife, Reber, & Richardson Introduction – Slife (2011)	
Week 2			
T Sep 12 Tuesday	Psychotherapy	Slife (2004) and Slife, Mitchell, & Whoolery	
Th Sep 14 Thursday	Psychotherapy		
Week 3			
T Sep 19 Tuesday	Psychotherapy		
Th Sep 21 Thursday	Psychotherapy		
F Sep 22 Friday			Psychotherapy Essay Due by 5 pm Essay Return Form
Week 4			
T Sep 26 Tuesday	Social Psychology	Chs. 3 and 4 – Slife, Reber, & Richardson	
Th Sep 28 Thursday	Social Psychology		
Week 5			
T Oct 03 Tuesday	Social Psychology		

Th Oct 05 Thursday	Social Psychology		
F Oct 06 Friday			Social Psychology Essay Due by 5 pm
Week 6			
T Oct 10 Tuesday	Experimental Psychology	Chs. 5 and 6 - Slife, Reber, & Richardson	
Th Oct 12 Thursday	Experimental Psychology		
Week 7			
T Oct 17 Tuesday	Experimental Psychology		
Th Oct 19 Thursday	Experimental Psychology		
F Oct 20 Friday			Experimental Psychology Essay Due by 5 pm
Week 8			
T Oct 24 Tuesday	Clinical Psychology	Chs. 1 and 2 - Slife, Reber, & Richardson	
Th Oct 26 Thursday	Clinical Psychology		
Week 9			
T Oct 31 Tuesday	Clinical Psychology		
Th Nov 02 Thursday	Clinical Psychology		
F Nov 03 Friday			Clinical Psychology Essay Due by 5 pm
Week 10			
T Nov 07 Tuesday	Cognitive Psychology	Chs. 7 and 8 – Slife, Reber, & Richardson	
Th Nov 09 Thursday	Cognitive Psychology		
Week 11			
T Nov 14 Tuesday	Cognitive Psychology		
Th Nov 16 Thursday	Cognitive Psychology		

F Nov 17 Friday			Cognitive Psychology Essay Due by 5 pm
Week 12			
T Nov 21 Tuesday	Friday Instruction	No class	
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving	No class	
Week 13			
T Nov 28 Tuesday	Developmental Psychology	Chs. 9 and 10 - Slife, Reber, & Richardson	
Th Nov 30 Thursday	Developmental Psychology		
Week 14			
T Dec 05 Tuesday	Developmental Psychology		
Th Dec 07 Thursday	Developmental Psychology		
F Dec 08 Friday			Developmental Psychology Essay Due by 5 pm
Week 15			
T Dec 12 Tuesday	Stats/Methods Psychology 311 Final Exam Day	Chs. 11 and 12 – Slife, Reber, & Richardson	
Th Dec 14 Thursday	Stats/Methods Psychology		
Week 16			
M Dec 18 Monday	Final Exam: 131 MARB 11:00am - 2:00pm		Stats/Methods Essay Final essay due by 5p

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective

learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the

Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010