

**York University**  
**Faculty of Health**  
**Department of Psychology**  
**CRITICAL THINKING IN PSYCHOLOGY**  
**PSYC4180 C via Zoom**  
**Fall Winter 2021-22**  
**PHILLIPS**

\*\*\*\*Please note that this is a course that depends on remote teaching and learning via Zoom during the Fall semester. The Winter session may have in-person sessions for presentations, with a limited number of students. You will need stable, higher speed internet connection, a computer with web camera and microphone, and/or a smart device with these features.

Below are some useful links describing computing information, resources and help for students:

[Student Guide to Remote Learning](#)

[User Reference Guide Computing for Students](#)

[Computing for Students Website](#)

Further information regarding Zoom etiquette for PSYC4180 (C) will be provided during the first class.

**IMPORTANT NOTES:**

**This document contains two sections. Section I contains information compiled and disseminated by the Department of Psychology. All rules, regulations, and procedures in this section apply to and will be strictly enforced in each section of PSYC4180. Section II contains information specific to PSYC4180 sections taught by K. Phillips.**

**See Section II for information on required texts, grade components, and the seminar schedule.**

**SECTION I: DEPARTMENTAL COURSE OUTLINE**

**Course Prerequisite(s):** Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or substitute
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website:** eClass (formerly Moodle)

## **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate ability to think critically about applications of psychological findings reported in the media.
2. Demonstrate knowledge of variety of ways to express psychological findings in everyday life.
3. Critically identify myths or stereotypes in common discourse.
4. Recognize limits of conclusions based on inferential statistics.

## **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

For a full description of York grading system see the following: [Grading Scheme for 2021-22](#)

## **Late Work/Missed Tests or Exams**

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19, an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

\*\*\*\* See note in Section II for specific policies in PSYC4180 sections taught by K. Phillips

## **Add/Drop Deadlines- Important Dates**

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without permission</b> of instructor  (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course <b>with permission</b> of instructor  (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Last date to drop a course without receiving a grade  (also see Financial Deadlines)	Nov. 12	Feb. 11	March 18
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript )	Nov. 13-Dec. 7	Feb. 12-April 10	March 19-April 10

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the

dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline). You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Academic Integrity for Students**

York university takes academic integrity very seriously, please familiarize yourself with Information about the [Senate Policy on Academic Honesty](#)

It is recommended that you review Academic Integrity by completing the [SPARK Academic Integrity modules](#).

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorized source during an examination unless the tests/exams are open-book.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let the instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. <https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic

barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

#### **Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC4180 (C) course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement.](#)

## **SECTION II: COURSE OUTLINE for PSYC4180 (C)**

**Course Director:** K. Phillips, Ph.D.

Office Hours: via Zoom TBA  
e-mail: [phillips@yorku.ca](mailto:phillips@yorku.ca)

**Teaching Assistant:**

Tamara Tavares ([ttavare@yorku.ca](mailto:ttavare@yorku.ca))

\*\*\*\*\*you **MUST** use your York account and put the course number in the subject line for all e-mail communications. We will not respond to messages sent from other accounts.

**Class Time and Location:** Thursdays, 7-10pm. via Zoom.  
Zoom ID for all class meetings is on eClass.

### **Required Texts:**

Kuhn, T. S. (1962). *The structure of scientific revolutions*. Chicago: University of Chicago Press.  
ISBN:9780226458113.

Chambers, C. (2017). *The 7 deadly sins of psychology: A manifesto for reforming the culture of scientific practice*. New Jersey: Princeton University Press. ISBN: 9780691158907

There are a number of additional readings associated with each topical unit. These may be found on eClass

### **Specific Learning Objectives:**

- \*Engage in reflective consciousness about dominant paradigms in psychology, with special emphasis on the Standard Social Science Model (SSSM), and consider the implications of paradigms on all aspects of the research process.
- \* Articulate the attributes of critical thinking and apply them in the assessment of theories, methods, and extant data.
- \* Demonstrate appreciation for the constant interplay between theory and data in science.
- \*Demonstrate the ability to work collaboratively, productively, and respectfully with student colleagues who may or may not share your opinions.
- \* Further develop skills in written and oral presentation of ideas within an individually-selected area of scholarship.

**Procedures:** This is a seminar class, with minimal lectures, where students will be required to keep up with weekly readings and be prepared to discuss them in small group configurations via Zoom

### **Recordings on Zoom**

Because this is a seminar class with expected student participation, and Zoom will automatically record the sessions so that I can monitor class participation, please note the following:

- 1) the recordings will be used for educational purposes in the context of PSYC4180 only, as a means for enhancing accessibility to students unable to attend sessions, and as a means of documenting attendance and participation. Recordings will not be used for any means outside of this course.
- 2) students do NOT have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also FIPPA and intellectual property rights); and
- 3) all recordings will be destroyed after the end of classes.

**EClass:** Outlines will be posted weekly on eClass. It is imperative that students check eClass frequently for course announcements and updated content.

**Evaluation:** There are 4 graded components in this course:

Assignment 1.	(15%)	Opinion Piece and Peer Assessment Exercise
Assignment 2.	(15%)	Evaluation of a Media Report on Psychological Data
Stats Assignment	(15%)	An exercise where students collect their own data on an individually determined research topic, analyse their data, and submit a formal report
Group Presentation	(35%)	In this culminating exercise, students will formally ‘debate’ evidence for and against claims associated with certain longstanding controversies in psychology. A list of potential controversies will be made available, but students are free to make further suggestions. This is a group project.
Participation*	(20%)	See note below.

\* A significant portion of the final grade is assigned to participation. Participation, in the context of this course, refers not only to active contribution to seminar discussions, but also to completion of reflection exercises that occur frequently throughout the course. These are designed to encourage and facilitate engagement in course materials. For full participation marks, students need to attend and contribute to all breakout room sessions, read assigned materials in advance of sessions and demonstrate thoughtful understanding of assigned materials, actively contribute to seminar discussions, and participate in all aspects of assigned exercises.

**Description of Assignments:** Detailed descriptions of all graded components along with grading rubrics will be posted on eClass

**Missed/ Late Grade Components:** Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 2 raw score points per day, including weekend days. Late assignments will not be accepted beyond one week after the missed deadline. Presentations can not be rescheduled. If you miss your group’s presentation, you will receive a grade of zero. If you are missing a deadline due to illness, compassionate grounds, etc., you must contact the instructor/TA

within 48 hours of missing the deadline.

**Grading:** As noted in Section I, the grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York. With increasing frequency, students have requested grade adjustments at the end of term, in service of enhancing their GPA standings. These requests will not be met. Grade adjustments, when warranted, will be applied to ALL students in the class, rather than on an individual basis. This practice is designed to ensure fairness.

### **SEMINAR SCHEDULE**

**A detailed description of each session and required readings will be posted on eClass.**

**This schedule is subject to change pending confirmation from guest speakers and library staff.**

Session	Date	Topic
1.	Sept. 9:	Introductions and Overview
2.	Sept. 16:	Ways of Knowing
3.	Sept. 23:	Paradigms in Psychology I
4.	Sept. 30:	Paradigms II: Analysis of a Social Experiment  <b>Assignment 1: Opinion Piece and Peer Assessment Exercise</b> distributedDue Dates :TBA
5.	Oct. 7:	<i>Flex Week</i> - We are available to assist you with Assignment 1 during this session
	<b>Oct. 14:</b>	<b>Reading Week - no classes</b>
6.	Oct. 21:	Critical Thinking I- What is it?
7.	Oct. 28:	Critical Thinking II- Assumptions, Confidence, Alternative Explanations
8.	Nov. 4:	Critical Thinking III Biases- “We do not see things as they are. We see things as we are.”
9.	Nov. 11:	Library Session  <b>Assignment 2: Finding and Evaluating Information Exercise</b> distributed <b>Part 1</b> Due Date: TBA
10.	Nov. 18:	<i>Flex Week</i> - We are available to assist you with Assignment 2 during this session
11.	Nov. 25:	Carolyn Steele - Guest Speaker from York Career Counseling
12.	Dec. 2:	Guest Speakers: <i>Thinking About Grad School?</i>

\*\*\*\*\*

*Eat, drink, and be merry. Engage in self care. Rest. Get in touch with your debate team members and start making a plan.*

\*\*\*\*\*

13. Jan. 13: Data Analysis Exercise  
**Assignment 3** will be distributed  
Due Date: TBA
14. Jan 20: Methodological Traditions and Issues in Hypothesis Testing: Implications for Psychology
15. Jan 27: Interpreting Visual Information
16. Feb.3: Group Consultations - your debate group can meet with me during class time
17. Feb. 10: Group Consultations - your debate group can meet with me during class time
18. Feb. 17: Debates  
*Feb. 24: Reading Week - no classes*
19. Mar. 3: Debates
20. Mar. 10: Debates
21. Mar. 17: Debates
22. Mar. 24: Debates
23. Mar. 31: Debates
24. April 7: Debates