



# PSY 437

## Advanced Issues in Thinking and Reasoning

S1 Day 2016

*Department of Psychology*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	6

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff Colin Wastell <a href="mailto:colin.wastell@mq.edu.au">colin.wastell@mq.edu.au</a>
Credit points 3
Prerequisites
Corequisites PSY490 or PSY495
Co-badged status PSYC737
Unit description The focus of this unit will be on complex human cognition, reasoning, thinking and information processing. The unit will explore topics including dual process theories of human cognition, the adaptive heuristics vs biases debate, the role of the fourth heuristic (emotion) in information retrieval and manipulation and other topics in the area of human judgement and decision making.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- As a result of participating in this unit students will be able to: A Describe and outline the major approaches to the study of human thinking, reasoning and deciding.
- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,
- D Outline and critique the application of major approaches to the study of human thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Major Assignment</a>	55%	25/5/15
<a href="#">Short Answer Exam</a>	40%	June 6
<a href="#">Multiple Choice tests</a>	5%	Various

### Major Assignment

Due: **25/5/15**

Weighting: **55%**

#### Topic 1

**Are human beings irrational? Discuss this question with respect to the work of Gigerenzer and Kahneman?**

#### Topic 2

**Human beings must make decisions in situations where they are uncertain about many aspects of those situations. Describe and discuss the work of people such as Philip Tetlock in particular with regard to how effective they are in such situations and what cognitive characteristics are found to be most useful in making better predictions?**

#### Topic 3

**This is an open topic, that is the student is free to determine the question and provide her/his answer to it. Students who undertake this topic must be aware that they will be marked according to the expected standards of an essay at 4<sup>th</sup> year. PROPOSED TOPICS MUST BE SUBMITTED TO ASSOCIATE PROFESSOR WASTELL IN WRITING BEFORE THE SEMESTER BREAK ON APRIL 4th FOR APPROVAL.**

On successful completion you will be able to:

- As a result of participating in this unit students will be able to: A Describe and outline the major approaches to the study of human thinking, reasoning and deciding.
- D Outline and critique the application of major approaches to the study of human thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.

### Short Answer Exam

Due: **June 6**

Weighting: **40%**

The examination paper will consist of four questions. Students must complete two of the four in 1 hour (60 minutes). The questions **will not be** provided to students before the exam.

On successful completion you will be able to:

- As a result of participating in this unit students will be able to: A Describe and outline the major approaches to the study of human thinking, reasoning and deciding.
- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

## Multiple Choice tests

Due: **Various**

Weighting: **5%**

Each weeks recorded lectures will have a short multiple choice test. To gain the marks for this component students will need to complete 4 of the 6 tests. The average score out of 10 will be the assessed mark for this component

On successful completion you will be able to:

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,
- D Outline and critique the application of major approaches to the study of human thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.

## Delivery and Resources

The Unit seminars will be conducted on **Monday afternoons 3-5pm W5C 220**. The unit will consist of presentations by staff as well as by students. Students will be required to take a question or unresolved issue in the field and to examine it from within a theory or approach. The emphasis is on the empirical resolution of the question not merely a rehearsing of the facts and features of the question.

Students are required to attend **SEVEN** seminar sessions. A roll will be marked in each of the sessions. Pre-recorded lectures and slides sets will be available on the Unit web page for each of the 10-12 topics covered in the Unit. Students are required to listen to the pre-recorded lectures prior to coming to the seminars.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)

- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

- D Outline and critique the application of major approaches to the study of human thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.

## **Assessment tasks**

- Major Assignment
- Short Answer Exam

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,
- D Outline and critique the application of major approaches to the study of human thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

## **Assessment tasks**

- Short Answer Exam
- Multiple Choice tests

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### **Learning outcomes**

- As a result of participating in this unit students will be able to: A Describe and outline the major approaches to the study of human thinking, reasoning and deciding.
- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

### **Assessment task**

- Major Assignment

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### **Learning outcomes**

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

### **Assessment task**

- Major Assignment



## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcome

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,

### Assessment tasks

- Major Assignment
- Short Answer Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- B List and critique the central assumptions of the major approaches to the study of human thinking, reasoning and deciding,
- C Describe and critique the Dual (Multi) Processes models of human thinking, reasoning and deciding,

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcome

- D Outline and critique the application of major approaches to the study of human

thinking, reasoning and deciding to a specific domain of human endeavour. In 2016 this will be Cognitive and Cultural foundations of Religion.