

Cover Sheet: Request 10569

PSY4XXX The Psychology of Pseudoscience

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Farrar,Michael J farrar@ufl.edu
Created	11/30/2015 3:35:58 PM
Updated	3/7/2016 11:36:32 AM
Description	A study of the psychological causes and consequences of belief in "weird" things.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Psychology 011618000	Abrams, Lise		12/2/2015
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	The CCC has conditionally approved this item. Please provide more detailed information about the individual elements of the grading scheme for the course.	1/26/2016
No document changes					
Department	Approved	CLAS - Psychology 011618000	Abrams, Lise		2/3/2016
Replaced Psychology of Pseudoscience Syllabus.docx					2/2/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		2/16/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the March agenda.	2/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/18/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					

Step	Status	Group	User	Comment	Updated
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10569

Info

Request: PSY4XXX The Psychology of Pseudoscience

Submitter: Pharies,David A pharies@ufl.edu

Created: 2/16/2016 12:42:04 PM

Form version: 3

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, in rare cases SCNS will assign a different prefix.

Response:

PSY

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

xxx

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:

The Psychology of Pseudoscience

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Pseudoscience

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Fall

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2016

Rotating Topic?

Select "Yes" if the course will have rotating (varying) topics in different terms. For rotating topics courses, the course title in the Schedule of Courses and the transcript can vary with the topic.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. Some courses, such as independent study courses, will have rotating (variable) topics. Students may be allowed to repeat these courses provided the content is different.

Response:

No

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Weekly Contact Hours

Indicate the number of hours faculty will have contact with students each week on average throughout the duration of the course.

Response:

3

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some

prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
A study of the psychological causes and consequences of belief in "weird" things.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:
Psy2012(C)

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

The Psychology of Pseudoscience (henceforth "Pseudoscience") provides a course of advanced study in two topics covered only briefly (e.g., as single, modular units) elsewhere in the curriculum: (1) the philosophy—namely, the epistemology and assumptive value structures—of psychological science; and (2) the psychology of belief. Regarding the former (the philosophy of science), Pseudoscience begins with an explicit and thorough treatment of these issues, and then weaves them systematically into all remaining content throughout the semester. Students who intend to pursue a career in science (and especially in the social and behavioral sciences) will find this in-depth analysis of "scientific skepticism" useful as preparation for the complex theoretical thinking they must soon demonstrate as budding researchers. Regarding the latter (the psychology of belief), many general psychology textbooks introduce the concept of "pseudoscience"—claims presented so that they appear scientific even though they lack supporting evidence and plausibility—for two reasons: (a) among the sciences, the field of psychology is particularly vulnerable to the competing influence of pseudoscience (e.g., myriad ineffective products for "brain training" or dubious treatments for various mental health problems) in the public consciousness (see Lilienfeld, 2012); and (b) the allure of pseudoscientific claims—to wit, why people fail to detect errors in reasoning, and, more generally why we believe in "weird" things—happens to provide a rich explanatory framework for understanding the nature of human conscious awareness. A satisfying account of "weird" beliefs (e.g., belief in conspiracy theories or the existence of Bigfoot) requires a discussion of many diverse influences on human behavior, including social influences, models of cognitive information processing, perception and sensation (and perceptual anomalies), the development of various mental capabilities (e.g., when children begin to adopt or abandon magical thinking), the behavioral contingencies that reinforce erroneous beliefs, and the neuroscience of belief (versus doubt). Together, these elements contribute to a fairly cogent picture of our field's current understanding of the human experience—one which celebrates our wonderful complexity and achievements, but also illuminates our liabilities and underscores the need for critical thinking in everyday life.

Thus, Pseudoscience aims simultaneously to increase students' critical thinking abilities (by explicating and exemplifying the philosophy of scientific skepticism) and teach upper-division students about the psychological mechanisms underlying those same critical thinking processes (a vibrant area of science and scholarship within the field). Indeed, pedagogy researchers have found that students who enroll in similar psychology-of-pseudoscience courses exhibit improvements on critical thinking measures in pre-post comparisons (e.g., see Burke et al, 2014; McLean & Miller, 2010; and Lilienfeld & Lohr, 2001), and students seemingly have been receptive to

its existence here at UF specifically (offered via a rotating topics seminar for the past four years: average course evaluation score = 4.91, average response rate = 64%).

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

By the end of the course, students should be able to:

- delineate the features that distinguish science from pseudoscience;
- distinguish skepticism from cynicism, and methodological skepticism from philosophical skepticism;
- separate pseudoscientific claims from those that are either outside the bounds of science or merely false;
- identify and challenge some major pseudoscientific ideas about human behavior;
- critically appraise a suspect or bogus claim when they meet one (e.g., in the news);
- and ably discuss the cognitive underpinnings and (adaptive) motivational functions of pseudoscientific beliefs (read: provide an intelligible answer the question, why do people believe weird things?).

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned, or a representative list of readings.

Response:

Students choose one from a list of 4-8 companion texts (trade books; variable by semester). Sample selections:

1. Sagan, C. (1995). *The demon-haunted world: Science as a candle in the dark*. New York: Random House.
2. Nye, B., & Powell, C (Ed.). (2015). *Undeniable: Evolution and the science of creation*. St. Martin's Griffin.
3. Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin
4. Satel, S., & Lilienfeld, S. O. (2013). *Brainwashed: The seductive appeal of mindless neuroscience*. Basic Books.

Additional (supplemental) readings (all available online via Canvas) vary by semester.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1: Introductions and Course Overview

Week 2: Science versus Pseudoscience: The Problem of Demarcation; The Science of Science Communication

Week 3: The Biological Bases of Belief; Out-of-Body Experiences (OBEs)

Week 4: Judgement and Decision-Making; Term Project Planning
Week 5: Heuristics and Biases; Conspiracy Theories
Week 6: Memory: Flaws and Fabrications; New Age Religious Movements

Week 7: Placebo Effects; Complementary and Alternative Medicine
Week 8: Pseudoscience in Clinical Psychology
Week 9: Trade Book Discussion Groups
Week 10: Hunting Ghosts and Contacting the Dead
Week 11: The Psychology of Magic
Week 12: Consciousness
Week 13: Reading, Interpreting, and Distorting the Scientific Literature
Week 14: Topics by Vote (e.g., Mass Hysterias; Climate Change Resistance)
Week 15: Unsinkable Ducks and Unclosable Doors (Term Project Presentations and Farewells)

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity.

Response:

Weekly Quizzes 60%

Term Project 40%

Your grade for the course will be determined by your performance in two domains:

1. Weekly Quizzes (12 quizzes x 10 points each = 120 points total)

Following the majority of our class meetings, a short quiz (consisting of 10 multiple choice, short answer, and/or essay questions) will appear in the "Tests and Quizzes" section of our Canvas portal. Each will cover only material from the most recent lecture, with the exception of the quiz immediately following our roundtable book club discussions on 10/20 (which covers the contents of your trade book). Anything we talk about in class—including slide content, lecture commentary, and any noteworthy in-class conversations—is fair game. See the last page of this document for our quiz schedule.

Quizzes will always open at 5pm on the Wednesday after a Tuesday class meeting, and close at 4:05 pm the following Tuesday (just before the next class starts). You will have 50 minutes to complete a quiz once you begin.

2. A Term Project: (80 points)

The second half of your grade is a "choose your own adventure." By the fifth week of class, I ask that you decide which of these two options you'd prefer:

Option A: "Pseudoscience in the Media" Term Paper (80 points)

You'll first need to identify a recent media report (i.e., in a newspaper, magazine, on television, on a reasonably reputable website) relevant to a pseudoscientific topic we didn't cover (in depth) in class. Broadly, this project involves providing an overview of your topic's historical development, and then subjecting the claim to a healthy dose of scientific skepticism. What, if anything, have scientists concluded about this idea? Do proponents offer compelling arguments? Which psychological theory best explains why people believe in this phenomenon? This usually takes approximately 20 (double-spaced) pages to accomplish (using APA formatting). You can find a more detailed rubric in Canvas.

Option B: Scientific Literacy Outreach Project (80 points)

If you choose this option, you'll work with a small group of your peers (4-6 students per group) to propose, plan, and execute a project designed to promote scientific literacy beyond UF's borders. First, you'll select a communication medium with your team (e.g., YouTube videos, podcasts, blogs, or public-science-fair-esque demonstrations). Next, the instruction team (instructor + TAs) will meet with your group to build a personalized, consensual point-based rubric for grading. Here's an abridged sample rubric (written in collaboration with the group) for a YouTube project (mission: to communicate the big ideas in the Psychology of Pseudoscience):

Domain Nailed It (16 points) Getting Warmer (1-15 points) Off the Mark (0 points)

Organization (SOLO GRADE) Submit weekly assignment reports detailing each group member's responsibilities in each of the three major phases of the project (script-writing/editing, filming, and video editing). Set and meet deadlines for each individual task (e.g., reserving filming locations, deciding on editing software, writing and editing script drafts). Ensure that everyone has a roughly equal amount of work to do week-to-week. Weekly reports indicate that you missed deadlines and/or took on less work than your fellows. Failed to participate in the organization process.

Script-Writing and Editing (GROUP GRADE) Scripts follow a cohesive narrative and provide empirical support for all claims. Scripts undergo multiple rounds of revision.

Scripts missing critical information and/or lack appropriate citations (YouTube "Notes" section). Incoherent script.

Final Product (GROUP GRADE) Videos appear professionally produced and edited (appropriate for inclusion on a list of high-quality YouTube science education videos; we'll construct this list together early in the term). Includes evaluation of audio and video quality, scientific content, and entertainment value. Videos fail to meet one or more standards set by existing high-quality science education videos on YouTube.

No videos.

Peer Evaluations (SOLO GRADE) Completed evaluations (forms in Canvas) for your peers, received "satisfactory" or better marks on yours. Failed to complete a peer evaluation for one a member of your group, received one or more "unsatisfactory" mark on yours. (Note: we'll meet to discuss these marks before I assign points). Failed to participate in the peer evaluation process.

Reflection (SOLO GRADE) Tie off your project with a nice bow by writing about your experience. Sketch out your journey for me (how you took your idea for a YouTube series from conception to execution), let me know exactly what you contributed to your group's masterpiece, and, most importantly, tell me...have you changed the world? Was it worth it? Is this where you get off the ride? 500 words or less, submitted via the "Assignments" portal in Canvas N/A N/A

Sample completed projects from prior semesters (all hosted in the public domain):

https://www.youtube.com/channel/UCsdLPEb_Cn8IXUpixmFeBHQ

<http://www.corrigibleminds.wix.com/home>

<https://www.instagram.com/pseudoscienceuf/>

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Lawton K. Swan

DRAFT SYLLABUS

UNIVERSITY OF FLORIDA
DEPARTMENT OF PSYCHOLOGY
PSY4000 THE PSYCHOLOGY OF PSEUDOSCIENCE
INSTRUCTOR INFORMATION
INSTRUCTOR: KEN SWAN
OFFICE: 0154
PHONE: (352) 273-2191
OFFICE HOURS: T 12:00PM – 2:00PM, W 2:00PM – 4:00PM
EMAIL: LKSWAN@UFL.EDU

COURSE INFORMATION

TIME: T PERIODS 4-7
LOCATION: TBA

COURSE DESCRIPTION

Scientists tend to dislike discussing the “paranormal.” Ghosts, we are assured, do not really exist. Bigfoot is a myth, all alleged psychics are charlatans, and alien abductions stories should be confined to cheesy science-fiction novels. If we’re sensible, we’ll file such notions away in our mental file cabinets under the heading, “For Entertainment Purposes Only.”

Why, then, do millions of people worldwide sincerely believe in such incredible phenomena? The field of psychology has quite a bit to say about that. The more we learn about the extraordinary capabilities of the human brain, the clearer it becomes that our reasoning machinery is woefully fallible. We selectively seek out information that confirms what we already believe. We reliably see patterns where none actually exist. We favor anecdotes with high emotional salience over valid statistical information. Enter the world of pseudoscience—*claims presented so that they appear scientific even though they lack supporting evidence and plausibility*—ready-made to capitalize on these evolutionarily hard-wired features of our biology.

In this course we’ll delve deep into the philosophy and methods of psychological science to sort fact from fiction and evidence from illusion, tackling a host of odd, paranormal, and popular but specious psychological claims along the way. We’ll embark on this journey together as skeptical scientists, employing the scientific method and adopting as our motto philosopher David Hume's dictum: "extraordinary claims require extraordinary evidence." I’ll argue that this mission absolutely requires an open mind. But, as space journalist and historian James Oberg so incisively noted, "not so open that one's brains fall out." Fair warning: This course may well challenge some of your own beliefs.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

By the end of the semester it is expected that students should be able to:

- delineate the features that distinguish science from pseudoscience;
- distinguish skepticism from cynicism, and methodological skepticism from philosophical skepticism;
- separate pseudoscientific claims from those that are either outside the bounds of science or merely false;

- identify and challenge some major pseudoscientific ideas about human behavior;
- critically appraise a suspect or bogus claim when you meet one (e.g., in the news);
- and ably discuss the cognitive underpinnings and (adaptive) motivational functions of pseudoscientific beliefs (read: provide an intelligible answer the question, why do people believe weird things?).

REQUIRED READINGS

There's no textbook out there for us—no single, comprehensive guide to the world of psychology, pseudoscience, and neuropsychological upheaval that we're about to inhabit. There are, however, a vast array of brilliant and wonderful *trade books*—written for a general audience and published by a popular press—on the market, each a concentration of high-definition lumens onto just one of the many fascinating topics we might explore. This semester, I've picked out [four].

I ask that you pick one (just one) of these books to read as we move through the semester.

Sagan, C. (1997). *The demon-haunted world: Science as a candle in the dark*. Ballantine Books. (Paperback ISBN: 0345409469).

Nye, B., & Powell, C (Ed.). (2015). *Undeniable: Evolution and the science of creation*. St. Martin's Griffin. (Hardcover ISBN: 1250074223).

Satel, S., & Lilienfeld, S. O. (2013). *Brainwashed: The seductive appeal of mindless neuroscience*. Basic Books. (Paperback ISBN: 0465018777).

Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin. (Paperback ISBN: 014311526X).

Additional (supplemental) readings vary by semester and will be made freely available through our Canvas portal. If you aren't already comfortable with the Canvas platform (<http://lss.at.ufl.edu>; click "Canvas Login"), I highly suggest that you spend some time exploring its various components. We'll be using Canvas heavily to supplement our in-class meetings. It's where you'll take our weekly **quizzes**, and where you can find your **grades**, PowerPoint **slides** for note-taking, term project **rubrics**, and in-between-class **announcements**. You should visit the site before each class in the event of any schedule changes.

GRADE DISTRIBUTION

Your grade for the course will be determined by your performance in two domains:

1. **Weekly Quizzes** (12 quizzes x 10 points each = **120 points** total)

Following the majority of our class meetings, a short quiz (consisting of 10 multiple choice, short answer, and/or essay questions) will appear in the "Tests and Quizzes" section of our Canvas portal. Each will cover *only material from the most recent lecture*, with the exception of the quiz immediately following our roundtable book club discussions on 10/20 (which covers the contents of your trade book). Anything we talk about in class—including slide content, lecture commentary, and any noteworthy in-class conversations—is fair game. See the last page of this document for our quiz schedule.

Quizzes will always open at 5pm on the Wednesday after a Tuesday class meeting, and close at 4:05 pm the following Tuesday (just before the next class starts). You will have **50 minutes** to complete a quiz once you begin.

2. A Term Project: (80 points)

The second half of your grade is a “choose your own adventure.” By the fifth week of class, I ask that you decide which of these two options you’d prefer:

Option A: “Pseudoscience in the Media” Term Paper (80 points)

You’ll first need to identify a recent media report (i.e., in a newspaper, magazine, on television, on a reasonably reputable website) relevant to a pseudoscientific topic we didn’t cover (in depth) in class. Broadly, this project involves providing an overview of your topic’s historical development, and then subjecting the claim to a healthy dose of scientific skepticism. What, if anything, have scientists concluded about this idea? Do proponents offer compelling arguments? Which psychological theory best explains why people believe in this phenomenon? This usually takes approximately 20 (double-spaced) pages to accomplish (using APA formatting). You can find a more detailed rubric in Canvas.

Option B: Scientific Literacy Outreach Project (80 points)

If you choose this option, you’ll work with a small group of your peers (4-6 students per group) to propose, plan, and execute a project designed to promote scientific literacy beyond UF’s borders. First, you’ll select a communication medium with your team (e.g., YouTube videos, podcasts, blogs, or public-science-fair-esque demonstrations). Next, the instruction team (instructor + TAs) will meet with your group to build a personalized, consensual point-based rubric for grading. Here’s an abridged sample rubric (written in collaboration with the group) for a YouTube project (mission: to communicate the big ideas in the Psychology of Pseudoscience):

Domain	Nailed It (16 points)	Getting Warmer (1-15 points)	Off the Mark (0 points)
Organization (SOLO GRADE)	Submit weekly assignment reports detailing each group member’s responsibilities in each of the three major phases of the project (script-writing/editing, filming, and video editing). Set and meet deadlines for each individual task (e.g., reserving filming locations, deciding on editing software, writing and editing script drafts). Ensure that everyone has a roughly equal amount of work to do week-to-week.	Weekly reports indicate that you missed deadlines and/or took on less work than your fellows.	Failed to participate in the organization process.
Script-Writing and Editing (GROUP GRADE)	Scripts follow a cohesive narrative and provide empirical support for all claims. Scripts undergo multiple rounds of revision.	Scripts missing critical information and/or lack appropriate citations (YouTube “Notes” section).	Incoherent script.

Final Product (GROUP GRADE)	Videos appear professionally produced and edited (appropriate for inclusion on a list of high-quality YouTube science education videos; we'll construct this list together early in the term). Includes evaluation of audio and video quality, scientific content, and entertainment value.	Videos fail to meet one or more standards set by existing high-quality science education videos on YouTube.	No videos.
Peer Evaluations (SOLO GRADE)	Completed evaluations (forms in Canvas) for your peers, received "satisfactory" or better marks on yours.	Failed to complete a peer evaluation for one a member of your group, received one or more "unsatisfactory" mark on yours. (Note: we'll meet to discuss these marks before I assign points).	Failed to participate in the peer evaluation process.
Reflection (SOLO GRADE)	Tie off your project with a nice bow by writing about your experience. Sketch out your journey for me (how you took your idea for a YouTube series from conception to execution), let me know exactly what you contributed to your group's masterpiece, and, <i>most importantly</i> , tell me... have you changed the world? Was it worth it? Is this where you get off the ride? 500 words or less, submitted via the "Assignments" portal in Canvas	N/A	N/A

Sample completed projects from prior semesters (all hosted in the public domain):

https://www.youtube.com/channel/UCsdLPEb_Cn8lXUpixmFeBHQ

<http://www.corrigibleminds.wix.com/home>

<https://www.instagram.com/pseudoscienceuf/>

CLASSROOM POLICIES

- **Attendance & makeup policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- **Cell phone and texting policy:** Students must turn cell phones to vibrate before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade for each instance.
- **Grade Disputes:** Should a student wish to dispute any grade received in this class (other than simple addition errors), the dispute must be in writing and be submitted to the instructor within a week of receiving the grade. The dispute should set out very clearly, the grade that the student believes the assignment should have received as well as why he or she believes that he or she should have received such a grade.

Grading Scale (& GPA equivalent):

Grade	Total Points	Percentage	GPA
A	185-200	≥ 93%	4.00
A-	179-184	90%-92%	3.67
B+	173-178	87%-89%	3.33
B	165-172	83%-86%	3.00
B-	159-164	80%-82%	2.67
C+	153-158	77%-79%	2.33
C	145-154	73%-76%	2.00
C-	139-144	70%-72%	1.67
D+	133-138	67%-69%	1.33
D	125-134	63%-66%	1.00
D-	119-124	60%-62%	0.67
E	118 and below	≤ 59%	0.00

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>
<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575;

<http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

COURSE SCHEDULE

Students should note that the syllabus is a guideline and that there may be changes to the class schedule.

Class	Date	Topics	Assignments/Readings Due by 4:04 pm
1	[TBA]	Introductions and Course Overview	
2	[TBA]	I. Science versus Pseudoscience: The Problem of Demarcation II. Scientific Literacy Outreach Project Pitch	
3	[TBA]	I. The Biological Bases of Belief II. Out-of-Body Experiences (OBEs)	• Quiz 1
4	[TBA]	I. Judgement and Decision-Making II. *Outreach Team Meetings: Getting Started	• Quiz 2
5	[TBA]	I. Heuristics and Biases II. Conspiracy Theories	• Quiz 3
6	[TBA]	I. Memory: Flaws and Fabrications II. Cults New Age Religious Movements	• Quiz 4
7	[TBA]	I. Placebo Effects II. Complementary and Alternative Medicine	• Quiz 5
8	[TBA]	I. Pseudoscience in Ken's Backyard (Clinical Psychology) II. *Outreach Team Meetings: Execution Plan	• Quiz 6
9	[TBA]	Book Club Meetings	• Quiz 7 • Finish Reading Trade Book
10	[TBA]	Hunting Ghosts and Contacting the Dead	• Trade Book Quiz (8)
12	[TBA]	I. The Psychology of Magic II. *Outreach Team Meetings: Polish & Troubleshoot	• Quiz 9
13	[TBA]	Reading, Interpreting, and Distorting the Scientific Literature	• Quiz 10
14	[TBA]	Topics by Vote	• Quiz 11
13	[TBA]	Consciousness	• Quiz 12
14	[TBA]	Unsinkable Ducks and Unclosable Doors (Farewell)	• Term Projects

Note. Quizzes will always open by 5pm on the Wednesday after a Tuesday class meeting, and close at 4:05pm the following Tuesday (just before the next class starts). For instance, Quiz 1 (covering material from class 2) will open at 5pm on Wednesday, MM/DD, and close at 4:05pm 6 days later on Tuesday, MM/DD.

*Only for those who choose the *Science Literacy Outreach Project*