

Cover Sheet: Request 13544

UFQ1 Nature & Culture: Lying & Deception

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Youssef Haddad yah@ufl.edu
Created	1/27/2019 8:27:36 AM
Updated	4/2/2019 11:33:00 AM
Description of request	This is a request for a new course as part of the UF Quest.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		2/1/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/8/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			2/8/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13544

Info

Request: UFQ1 Nature & Culture: Lying & Deception

Description of request: This is a request for a new course as part of the UF Quest.

Submitter: Youssef Haddad yah@ufl.edu

Created: 1/27/2019 6:57:06 AM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
UFQ1 Nature & Culture: Lying & Deception

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

E2 - 2000 words

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

****Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box****

Response:

Humanities (H): Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

The general education objectives will be accomplished through:

- Identification and analysis of the nature of truth, lying, and deception as parts of the natural world and human culture
- Evaluation of the ethicality of lying and deception as a human behavior
- Identification, description, and evaluation of different manifestations of lying and deception and their detection from linguistic and behavioral perspectives

Student Learning Outcomes

Please visit the [Student Learning Outcomes](#) section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

HUMANITIES SLOS:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Content: Identify, describe, and explain the history, underlying theory and methodologies used. At the end of this course, students will be able to:

- Identify, describe, and explain the nature of truth, lying, and deception as parts of the natural world and human culture, as well as the various ethical perspectives associated with these phenomena
- Identify, describe, and explain lying and deception in texts and images in the private sphere (e.g., in business transactions, among family and friends) and in the public sphere (e.g., politics, journalism).

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

At the end of this course, students will be able to:

- Analyze and evaluate various manifestations of deceptive behavior and how they are detected mainly by humans but also in nonhuman organisms
- Evaluate, via experiential learning and by carrying out interviews and/or surveys, a phenomenon pertaining to lying and deception in order to understand it better and identify any misconceptions linked to it.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Communicate knowledge, thoughts and reasoning clearly and effectively.

At the end of this course, students will be able to:

- 5Develop and present clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on lying and deception.

Course Material: General Education Discussion

Please provide a concise explanation of how General Education subject area content will be incorporated consistently throughout the course content and semester.

Response:

In this course, students will explore the nature of lying and deception as ubiquitous elements of the natural world and human society and as part and parcel of the human experience. They will analyze and evaluate the ethicality of these phenomena in juxtaposition with truth. Students will also examine these phenomena in oral, written, and visual communication, in areas that have been central to the sharing and recording of the human experience. These include political speech, history, and memoirs, as well as in visual images.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information

It is recommended this explanation be based off of any one/combination/all of the following as a frame work

(formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

The course starts with the topic of communication, with a focus on how human language is a perfect tool for lying compared to other non-human communication systems. It goes on to explore the nature of lying and deception and the ethicality of these phenomena, in juxtaposition with truth telling. The course takes a pause to explore non-human deception to highlight the ubiquity of the phenomena and to compare it to human deception. The second third of the course focuses on responsibility. This includes responsibility toward children and self and our urge to limit the scope of these phenomena through detection. The last third of the course explores and analyzes lying and deception in elements that have been central to the recording of our human experience: public speech, public writing, and visual images.

Lectures and class discussions are designed to ensure maximum student involvement. Students will be required to do a reading and answer online questions before every weekly topic. Some of the questions will invite them to reflect on their experience in relation to the topic.

In addition to the textbook, students will be assigned articles/book chapters from such journals as *Columbia Journalism Review*, *Invention & Technology*, *Journal of Non-Verbal Behavior*, etc. The purpose is to help students explore the phenomena as parts of the human experience from an interdisciplinary perspective.

For every non-textbook reading about a topic, a group of students will be required to explore the topic and give a presentation that engages the class beyond the state of the article that everyone has read. The group will also be required to design a survey/questionnaire based on the readings in order to experiment with topic, examine its claims, and relate the experience to self and community. Each member of the group will then be required to write a 2000-word essay about the assigned topic.

This high-level of student engagement makes students active participants in the learning process and helps dig deeper into the main topics of the class.

WR Assignments in Lying & Deception

The course will discuss 13 topics pertaining to lying and deception. For each topic, students will read a textbook chapter and a scholarly article/book chapter and answer online questions. In addition, the class will be divided into 10 groups. Each group will be assigned one of the 13 topics. In addition to the textbook chapter and scholarly article/book chapter, the group will be required to work on three or four additional scholarly references and design a presentation to engage the class with the same topic and then write a 2000-word essay about an aspect of it. In this sense, each group of students will get the chance to become knowledgeable about 13 topics and will become ‘an expert’ – so to speak – on one of them. In a way, I would like to help students to have a taste of becoming subject matter experts of a topic and to assume ownership of their learning and of the course

- No group of students will receive more or less writing instruction than any other; all writing expectations will be set during week one.
- All WR assignments will be posted a week to ten days before the assignment is due.
- One may argue that students may have more energy at the beginning of the semester vs. the end – or vice versa. The same argument could be made about many other aspects of the course. E.g., a lecture-discussion session will be more desirable by less sociable, more introverted students, while a group activity is more welcome by kinetic, more extroverted students. Etc.

Lying & Deception
IDS #####
UF Quest 2 / Nature and Culture
General Education: Humanities, Writing (2000 words)
Fall 2019, MWF 3rd period (9:35-10:25 a.m.)
Location: Room

Instructor: Youssef A. Haddad
Office Hours: Days and Times
Office: 357 PUGH
Telephone: 273-2958
E-Mail: yah@ufl.edu

Teaching Assistant:
Office Hours:
Office:
Telephone:
E-Mail:

Course Description

This course examines truth, lying, and deception as parts of the natural world and human culture. It explores the nature of these phenomena in relation to our role in the world and our responsibility toward it and toward each other from a number of ethical perspectives. It briefly shows how Lying and deception are manifest in the behavior of plants and animals in order to highlight the ubiquity of the phenomenon in the natural world and how humans contrast with animals. It then looks in more detail at human deceptive behavior in children and adults, including self-deception and the deception of others. It examines the behavior of professional liars and the methods that have been developed for detecting deception. It also explores lying and deception in the public sphere in political speech, journalism, visual images, etc. In all this, the course relies on a high level of faculty-student engagement.

Course Objectives

By the end of this course, it is expected that students will be able to:

1. Identify, describe, and explain the nature of truth, lying, and deception and the various ethical perspectives associated with them;
2. Identify, describe, and explain lying and deception in texts and images in the private and public spheres (e.g., among family and friends, in politics);
3. Identify, describe, and explain various manifestations of deceptive behavior in children and adults, including self-deception and the deception of others;
4. Analyze and evaluate deception detection as carried out by humans, as well as nonhuman organisms;
5. Relate the topic of lying and deception and its different manifestations to their personal, intellectual, and professional life;

6. Explore, via interviews and/or surveys, how lying and deception relate to the personal, intellectual, and professional lives of people in their communities;
7. Develop clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on lying and deception.

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- **QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
 - Quest 1 SLOs (Student Learning Outcomes):
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- **HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
 - HUMANITIES SLOS:
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).
- **WRITING DESCRIPTION:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

- WRITING EVALUATION:
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus pages 12-14).
 - More specific rubrics and guidelines for individual assignments may be provided during the course of the semester

Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Lying & Deception students will be able to:

1. Identify, describe, and explain the nature of truth, lying, and deception as parts of the natural world and human culture, as well as the various ethical perspectives associated with these phenomena (**Content SLOs for Gen Ed Hum and Q1**)
2. Identify, describe, and explain lying and deception in texts and images in the private sphere (e.g., in business transactions, among family and friends) and in the public sphere (e.g., politics, journalism) (**Content SLOs for Gen Ed Hum and Q1**)
3. a. Analyze and evaluate various manifestations of deceptive behavior and how they are detected mainly by humans but also in nonhuman organisms (**Critical Thinking SLOs for Gen Ed Hum and Q1**)

 b. Evaluate, via experiential learning and by carrying out interviews and/or surveys, a phenomenon pertaining to lying and deception in order to understand it better and identify any misconceptions linked to it (**Critical Thinking SLOs for Gen Ed Hum and Q1**)
4. a. Relate the topic of lying and deception and its different manifestations to their personal, intellectual, and professional life (**Connection SLO for Q1**)

 b. Explore, via experiential learning and by carrying out interviews and/or surveys, how lying and deception and their different manifestations relate to people in their communities (**Connection SLO for Q1**)
5. Develop and present clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on lying and deception (**Communication SLO for Gen Ed Humanities and Q1**).

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES 4-5

Texts

Required Textbook:

Knapp, Mark L., McGlone, M.S., Griffin, D.J., & Earnet, w. 2016. *Lying and deception in human interaction*. Kendall Hunt.

Recommended book:

MLA Handbook 8th Edition. 2016. The Modern Language Association of America.

Articles & Book Chapters:

This is a sample of articles and book chapters that will be assigned throughout the semester. It may vary from one semester to another.

All journal articles will be made available on Canvas. All book chapters will be available as parts of print books or ebooks through the Course Reserves Units in Smathers Library West.

- Chance, Z., & Norton, M.I. 2011. 'I read Playboy for the articles': Justifying and rationalizing questionable preferences. In M.S. McGlone & M.L. Knapp (Eds.), *The interplay of truth and deception*, pp. 136-148. Routledge.
- Gallagher, Shuan, & Hotto, Daniel D. 2008. Understanding others through primary interaction and narrative practice. In Zlatev, Jordan, Racine, Timothy P., Sinha, Chris, Itkonen, Essa (Eds.), *The Shared Mind: Perspectives on Intersubjectivity*, 17-38. Benjamins.
- Hays, C., & Carver, L. J. 2014. Follow the liar: The effects of adult lies on children's honesty. *Developmental Science*, 17, 977-983.
- Hockett, Charles F. 1960 The Origin of Speech. *Scientific American* 203.
<http://projects.ilic.uva.nl/LaCo/CLAS/cle13/papers/hockett60sciam.pdf>
- Kelly, J. 2004. The truth about the lie detector. *Invention and Technology* 19: 14-20.
- Kotchimidova, C. 2006. Why we say "cheese": Producing the smile in snapshot photography. *Critical Studies in Media Communication* 22: 2-25.
- Marro, A. 1985. When the government tells lies. *Columbia Journalism Review*, 23, 29-41.
- Mitchell, R.W. 1986. A framework for discussing deception. In R.W. Mitchell & N.S. Thompson (Eds.), *Deception: Perspectives on human and nonhuman deceit*, pp. 3-40. State University of New York Press.
- Mitchell, R.W. 1993. Animals as liars: The human face of nonhuman duplicity. In M. Lewis & C. Saarni (Eds.), *Lying and deception in everyday life*, pp. 59-89. Guilford.
- Muscanel, N.L., Guadagno, R.E., & Murphy, S. 2014. Weapons of influence misused: A social influence analysis of why people fall prey to internet scams. *Social and Personality Psychology Compass*, 8, 388-396.
- Perspectives on Intersubjectivity. John Benjamins, Amsterdam, pp. 1--14.
- Rorty, A.O. 1996. User-friendly self-deception: A traveler's manual. In R.T. Ames & W. Dissanayake (Eds.), *Self and deception: A cross-cultural philosophical enquiry*, pp. 73-89. State University of New York Press.
- Sanford, D.H. 1988. Self-deception as rationalization. In B.P. McLaughlin & A.O. Rorty (Eds.), *Perspectives on self-deception*, pp. 157-169. University of California Press.
- Seiter, J.S., & Brushke, J. 2007. Deception and emotion: The effects of motivation, relationship type, and sex on expected feelings of guilt and shame following acts of deception in United States and Chinese samples. *Communication Studies*, 58, 1-16.
- Shaw, D. 1991. Profiles of deception: How the new media are deceiving the American people. *Columbia Journalism Review* 29: 55-58.
- Smith, H.J., Archer, D., & Costanza, M. 1991. 'Just a hunch': Accuracy and awareness in person perception. *Journal of Nonverbal Behavior*, 15, 3-18.
- Stewart, D.J. 2013. Taqiyah and the Islamic discipline of dissimulation. *Al-Qantara*, 34, 437-488.

Taylor, M. Lussier, G.L, & Maring, B.L. 2003. The distinction between lying and pretending. *Journal of Cognition & Development*, 4, 299-323.

Vasek, M.E. 1986. Lying as a skill: The development of deception in children. In R.W. Mitchell & N.S. Thompson (Eds.), *Deception: Perspectives on human and nonhuman deceit*, pp. 271-292. State University of New York Press.

Vrij, A. 2004. Guidelines to catch a liar. In P.A. Granhag & L.A. Stromwall (Eds.), *The detection of deception in forensic context*, pp. 287-314. New York: Cambridge University Press.

Zlatev, Jordan, Racine, Timothy P., Sinha, Chris, & Itkonen, Essa, 2008. Intersubjectivity: what makes us human? In Zlatev, Jordan, Racine, Timothy P., Sinha, Chris, Itkonen, Essa (Eds.), *The Shared Mind: Perspectives on Intersubjectivity*, 1-16. Benjamins.

Assignments:

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- 25 reading assignments accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.)	20 points each	500 points – 50%
- Group presentation based on one of the reading assignments plus 2-4 additional related readings	100 point	100 points – 10%
- A 2000-word essay based on the readings of the group presentation	200 points	200 points – 20%
- Midterm – An online test in class	100 points	100 points – 10%
- Final – An online test at home	100 points	100 points – 10%
	<i>Total</i>	1000 points

- Reading Assignments (50%): There will be 26 reading assignments (13 readings are from the textbook and 13 are from elsewhere), 25 of which will be considered for your final grade. You may choose to skip one non-textbook reading assignment or drop the lowest grade. The reading assignments will be accompanied with online questions (multiple-choice, fill-in-the-blanks, open-ended, etc.). The questions target overall comprehension of the reading material. In addition, they require you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.
SLOs 1, 2, 3a, 4a
- Oral Presentation (10%) + Essay (20%):
 - o *Oral Presentation*: Every student will be assigned to a group. The group will be assigned one of the non-textbook readings under Reading Assignments above plus additional readings (articles, book chapters). The group will be expected to work together to prepare an oral a 35-40-minute presentation, leaving 10 to 15 minutes for questions and discussion. Remember that the class will have read one of the assigned readings; the group’s task is to engage the class with the topic beyond the article/book chapter that the rest of the class has read. You may use any material you deem necessary to accomplish this task; e.g., PowerPoint presentation, games, narratives, films, etc. Your presentation will be evaluated based on the presentation rubric on page 9.
SLOs 1, 2, 3a-b, 4a-b, 5

- *Essay*: One week after the oral presentation, each member of the group will be expected to write a 2000-word essay that engages with a common theme in the assigned readings. The essay is expected to do some or all of the following: (i) highlight a problem or a research question, (ii) provide data to illustrate the phenomenon under examination, (iii) discuss earlier work on the topic and explain why it is inadequate where possible, (iv) provide a solution to the problem. Importantly, the essay must address applications of the issues raised in the references to daily, personal, and/or professional life. This will require the group to conduct interviews or a survey with family and friends in order to determine how the phenomenon relates to them, and also to better understand the phenomenon, identify any misconceptions, etc. The interviews/surveys satisfy the experiential learning component of the course in three ways: (1) by reflecting on what they learnt; (1) by doing – more specifically, by designing interview questions/surveys and conducting them; and (3) by evaluating the efficiency/suitability of the questions/surveys and how they align with or challenge learnt concepts. Students are encouraged to discuss the readings and work on the interviews and surveys together, but each student does the write-up of the essay alone.

Your writing will be evaluated based on the writing rubric on page 10. Students will be given feedback within three business days and will have the chance to make revisions and resubmit their essay for re-evaluation if they choose to.

SLOs 1, 2, 3a-b, 4a-b, 5

For one-on-one assistance with writing, visit the University Writing Program (www.writing.ufl.edu) & Writing Studio (<https://writing.ufl.edu/writing-studio/>)

Recommended website for MLA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Recommended website for APA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- Midterm Exam (10%): This is an online exam to be done in class. Students will be required to bring their laptop or tablet to class. It focuses on the material covered during the first 7 weeks. It takes the same form of the online component of the Reading Assignments above. It also requires you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

- Final Exam (10%): This is an online exam to be done at home a designated time during finals week. It focuses on the material covered during the weeks 8 through 15. It takes the same form of the online component of the Reading Assignments above. It also requires you to evaluate aspects pertaining to lying and deception, question their validity, and reflect on how they relate to your personal, intellectual, and professional life.

SLOs 1, 2, 3a, 4a

Grading Scale & GPA Equivalent

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76-73	72.9-70	69.9-67	66.9-63	62.9-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Students will need to earn a C or higher to earn General Education Credit.

To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

<https://student.ufl.edu/minusgrades.html>

Policies

Canvas

Class resources, announcements, assignments, etc. will be made available on course Canvas site.

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Student Honor Code and Student Conduct Code may be found here:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Or may be saved as *The Orange Book*:

<https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>

Accommodations

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. For more information see

<https://disability.ufl.edu/>.

HEALTH AND WELLNESS

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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:

(This is a tentative schedule and is subject to change. Check the course website on Canvas for updates.)

Week	Topic Area	Readings and Assignments
1	Some preliminaries <ul style="list-style-type: none"> - Human language vs. non-human communication systems How is human language perfectly designed for lying? - Intersubjectivity and the unique human experience Is lying or deception possible without intersubjectivity? - Writing: What makes a good essay 	
2	Perspectives on Lying and Deception <ul style="list-style-type: none"> - Lying and Deception as Communication - Conceiving of Deceiving <i>Focusing on the nature of lying and deception. Are all lies created equal?</i>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 1 - Mitchell, R.W. 1986. A framework for discussing deception. In R.W. Mitchell & N.S. Thompson (Eds.), <i>Deception: Perspectives on human and nonhuman deceit</i>, pp. 3-40. State University of New York Press.
3	Perspectives on Truth <ul style="list-style-type: none"> - Determining What Is True - Truth, Certainty, and Validity <i>Focusing on the nature of truth. Is the whole truth attainable? Is it always desirable?</i>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 2 - Smith, H.J., Archer, D., & Costanza, M. 1991. ‘Just a hunch’: Accuracy and awareness in person perception. <i>Journal of Nonverbal Behavior</i>, 15, 3-18. <p>Student Presentation – Group 1 Essay is due a week later</p>
4	Ethical Perspectives <ul style="list-style-type: none"> - Why Ethics? Is It Always Wrong to Lie? - Ethical Guidelines and Creating Honest Citizens <i>Focusing on our roles in the world and our responsibilities toward it and toward each other.</i>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 3 - Chance, Z., & Norton, M.I. 2011. ‘I read Playboy for the articles’: Justifying and rationalizing questionable preferences. In M.S. McGlone & M.L. Knapp (Eds.), <i>The interplay of truth and deception</i>, pp. 136-148. Routledge. <p>Student Presentation – Group 2 Essay is due a week later</p>
5	Nonhuman Deception <ul style="list-style-type: none"> - Typology of Nonhuman Deceptive Strategies - Levels of Nonhuman Deception <i>Focusing on the ubiquity of lying & deception in the natural world. How do human compare to animals with respect to these phenomena?</i>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 4 - Mitchell, R.W. 1993. Animals as liars: The human face of nonhuman duplicity. In M. Lewis & C. Saarni (Eds.), <i>Lying and deception in everyday life</i>, pp. 59-89. Guilford. <p>Student Presentation – Group 3 Essay is due a week later</p>
6	Children as Liars and Targets of Lies <ul style="list-style-type: none"> - Childhood Lying and Lie Detection and Child Development - Children and Court Testimonies <i>Focusing on our responsibility toward our children.</i>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 5 - Vasek, M.E. 1986. Lying as a skill: The development of deception in children. In R.W. Mitchell & N.S. Thompson (Eds.), <i>Deception: Perspectives on human and nonhuman deceit</i>, pp. 271-292. State University of New York Press. <p>Student Presentation – Group 4 Essay is due a week later</p>

7	<p>Self-Deception</p> <ul style="list-style-type: none"> - Why Do We Do It? How Do We Do it? - Advantages & Disadvantages <p><i>Focusing on our responsibility toward ourselves</i></p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 6 - Sanford, D.H. 1988. Self-deception as rationalization. In B.P. McLaughlin & A.O. Rorty (Eds.), <i>Perspectives on self-deception</i>, pp. 157-169. University of California Press. <p>Student Presentation – Group 5 Essay is due a week later</p>
8	<p>Performing Lies and Deceit</p> <ul style="list-style-type: none"> - Low-Stakes Lies vs. High-Stakes Like - Lying vs. Its Blood Relatives <p><i>Revisiting the phenomena and breaking them down further</i></p> <ul style="list-style-type: none"> - Midterm 	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 7 - Taylor, M. Lussier, G.L., & Maring, B.L. 2003. The distinction between lying and pretending. <i>Journal of Cognition & Development</i>, 4, 299-323. <p>Midterm</p>
9	<p>The Specialists in Lying and Deception</p> <ul style="list-style-type: none"> - Psychological Disorders - Imposters, Identity Thieves, and Con Artists 	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 8 - Muscanell, N.L., Guadagno, R.E., & Murphy, S. 2014. Weapons of influence misused: A social influence analysis of why people fall prey to internet scams. <i>Social and Personality Psychology Compass</i>, 8, 388-396. <p>Student Presentation – Group 6 Essay is due a week later</p>
10	<p>Unassisted Lie Detection</p> <ul style="list-style-type: none"> - How Do People Detect Lies? How Accurate? - Highly Skilled Lie Detectors and Police Interrogations <p><i>Focusing on humans as agents of deception detection</i></p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 9 - Vrij, A. 2004. Guidelines to catch a liar. In P.A. Granhag & L.A. Stromwall (Eds.), <i>The detection of deception in forensic context</i>, pp. 287-314. New York: Cambridge University Press. <p>Student Presentation – Group 7 Essay is due a week later</p>
11	<p>Assisted Lie Detection</p> <ul style="list-style-type: none"> - The Machine: Can It Be Trusted? - Verbal Clues and Lie Detection <p><i>Focusing on the tools of deception detection</i></p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 10 - Kelly, J. 2004. The truth about the lie detector. <i>Invention and Technology</i> 19: 14-20. <p>Student Presentation – Group 8 Essay is due a week later</p>
12	<p>Lies and Political Leadership</p> <ul style="list-style-type: none"> - What Are Public Lies? What Are the Public’s Expectations? - The Leader’s Perspective on Lying & Deception and Their Blood Relatives <p><i>Focusing on lying & deception in the public sphere: The oral domain</i></p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 11 - Marro, A. 1985. When the government tells lies. <i>Columbia Journalism Review</i>, 23, 29-41. <p>Student Presentation – Group 9 Essay is due a week later</p>
13	<p>Deceptive Writing in the Public Sphere</p> <ul style="list-style-type: none"> - Gathering and Reporting News - History, Memoirs, and Resumes <p><i>Focusing on lying & deception in the public sphere: The written domain</i></p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 12 - Shaw, D. 1991. Profiles of deception: How the new media are deceiving the American people. <i>Columbia Journalism Review</i> 29: 55-58. <p>Student Presentation – Group 10 Essay is due a week later</p>
14	<p>Visual Deception in the Public Sphere</p>	<ul style="list-style-type: none"> - Knapp et al. (2016) – Chapter 13

	<ul style="list-style-type: none"> - The Credibility of Visual Images - Manipulating Images and Spotting Fake Ones <p><i>Focusing on lying & deception in the public sphere: The non-verbal domain – Connecting back to non-human deception</i></p>	<ul style="list-style-type: none"> - Kotchimidova, C. 2006. Why we say “cheese”: Producing the smile in snapshot photography. <i>Critical Studies in Media Communication</i> 22: 2-25.
15	Catching Up & Wrapping Up	
16		Final

Oral Presentation Rubric

	Excellent 91% or better	Good 83% to 89.9%	Adequate 73% to 82.9%	Poor 60% to 72.9%	Failing Less than 60%
Subject Knowledge _____ out of 20 points	Student shows full understanding of the topic and is able to answer class questions with explanations and elaborations. Citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of the topic and is generally able to answer class questions with explanations and elaborations. Most citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of parts of the topic and is often though not always able to answer class questions with explanations and elaborations. Some but not all citations are introduced and attributed appropriately and accurately.	Student shows some understanding of the topic. Class questions are answered with difficulty. Citations are rarely introduced or attributed appropriately and accurately.	Student does not seem to understand the topic very well. Student is not able to answer class questions. Citations are either non-existent or are introduced and attributed inaccurately.
Organization _____ out of 20 points	Student presents ideas in logical, interesting sequence which audience can follow. Within one minute of allotted time.	Student presents ideas in logical sequence which audience can follow. Within two minutes of allotted time.	Student presents ideas in a sequence that is not always logical making it difficult for audience to follow. Within three minutes of allotted time.	Student rarely presents ideas in a clear sequence. Within four minutes of allotted time.	There is hardly any logical sequence for the presentation. Five or more minutes above or below allotted time
Visual Aids _____ out of 20 points	Student's visual aids are relevant; they explain and reinforce the presentation and make it more interesting and more meaningful.	Student's visual aids are relevant; they explain and reinforce the presentation.	Student's visual aids are often relevant and help explain and reinforce the the presentation.	Student occasionally uses visual aids that support the presentation.	Student uses superfluous visual aids or no visual aids.
Delivery _____ out of 20 points	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and all audience members can hear.	Student maintains eye contact with audience most of the time and seldom returning to notes. Student uses a clear voice and all audience members can hear.	Student often maintains eye but frequently returns to notes. Student's voice is clear and most audience members can hear.	Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low and audience members have difficulty hearing.	Student makes no eye contact and only reads from notes. Student mumbles or speaks too quietly for audience in the back of class to hear.
Discussion _____ out of 20 points	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content and facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content, but at least one of them does not easily facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. Only one question connects the readings to some larger issue that go beyond their content, but it does not easily facilitate insightful class discussion.	Student provides at least two questions, but they are primarily plot questions.	Student provides only one discussion question, but it is primarily a plot question or not relevant to the text.

Total: _____ out of 100 points

Writing Rubric

	Excellent 90% or better	Good 83% to 89.9%	Adequate 73% to 82.9%	Poor 60% to 72.9%	Failing Less than 60%
Content ____ out of 100 points	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Development ____ out of 25 points	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style ____ out of 25 points	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Usage ____ out of 25 points	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English."	Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English."	Content undercut by some deviations from the conventions of "edited American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

Total: _____ out of 200 points