

**UNIVERSITY OF GUELPH
BACHELOR OF ARTS AND SCIENCES
WINTER 2018**

ASCI*1120 Society and Inquiry II

Instructor: Dr. John R. Ferguson

Email: jofergus@uoguelph.ca

Office: 044 MacKinnon Building

Office hours: Wednesdays 15:20-17:00 By Appointment

Lectures: Monday, Wednesday 14:30PM - 15:20PM in Landscape Architecture (LA) 204

Tutorial Seminar Leaders:

Section Name and Title	Seminar	
ASCI*1120*0101 (8266) Society and Inquiry II	Mon 10:30AM - 11:20AM MCKN , Room 315	Konrad Lisnyj klisnyj@uoguelph.ca
ASCI*1120*0102 (8267) Society and Inquiry II	Mon 10:30AM - 11:20AM MINS , Room 101	Mark Sholdice msholdic@uoguelph.ca
ASCI*1120*0103 (8268) Society and Inquiry II	Wed 03:30PM - 04:20PM MCKN , Room 306	Konrad Lisnyj
ASCI*1120*0104 (8269) Society and Inquiry II	Wed 03:30PM - 04:20PM MINS , Room 128	Ratanak Ly rly@uoguelph.ca
ASCI*1120*0105 (8270) Society and Inquiry II	Tues 01:30PM - 02:20PM ROZH , Room 107	Mark Sholdice
ASCI*1120*0106 (8271) Society and Inquiry II	Tues 01:30PM - 02:20PM MACS , Room 301	Ratanak Ly

Course Description:

<https://www.uoguelph.ca/bas/ASCI>

Using a series of historical and/or current case studies, this course introduces students to the ways in which social forces interact with inquiry. Students learn how to locate, present and critically evaluate evidence. This course also introduces students to the importance of ethical academic conduct and accountability.

Learning Outcomes

Course Learning Outcomes (CLOs):

Through conscientious participation in and successful completion of this course, students will,

1. demonstrate honesty, academic integrity and accountability.
2. explain the ways in which society influences inquiry and vice-versa
3. develop proficiency in research by framing questions, locating, presenting, and critically evaluating evidence.
4. understand the structure and logical components of an argument.
5. demonstrate the ability to understand another's point of view, argument and evidence including exercising the "principle of charity" in argumentation.
6. Identify the most common formal and informal fallacies of logic and argument.
7. enhance their ability to recognize and cogently articulate ways in which social, economic and political forces influence "knowledge".
8. advance their interpersonal collaborative learning skills including polite, respectful, encouraging interaction.
9. become more confident in public oral communication.
10. practice responsible citizenship and community engagement.

University-Wide Learning Outcomes

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2017-2018/pdf/files/c10bas.pdf>

<https://www.uoguelph.ca/vpacademic/avpa/outcomes/>

University of Guelph Learning Outcomes:

University of Guelph Learning Objectives

<https://www.uoguelph.ca/registrar/calendars/undergraduate/2014-2015/c02/c02-learningobjectives.shtml>

University of Guelph Undergraduate Learning Outcomes

<https://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/Undergraduate%20Learning%20Outcomes.pdf>

Please refer to the *University of Guelph's Learning Outcomes* (UGLO's) for elaboration:

- 1.1 Critical & Creative Thinking: Inquiry/Analysis (Level 1: Introduce)*
- 1.3 Critical & Creative Thinking: Creativity (Level 1: Introduce)*
- 1.4 Critical & Creative Thinking: Depth and Breadth of Understanding (Level 1: Introduce)*
- 2.1 Literacy: Information Literacy (Level 1: Introduce)*
- 2.3 Literacy: Technological Literacy (Level 1: Introduce)*
- 4.1 Communicating: Oral Communication (Level 1: Introduce)*
- 4.2 Communicating: Written Communication (Level 1: Introduce)*

- 4.3 *Communicating: Reading Comprehension (Level 1: Introduce)*
 4.4 *Communicating: Integrative Communication (Level 1: Introduce)*
 5.1 *Professional & Ethical Behaviour: Teamwork (Level 1: Introduce)*
 5.4 *Professional & Ethical Behaviour: Leadership (Level 1: Introduce)*

BA Learning Outcomes (approved at BA program committee on December 11, 2015)

<https://www.uoguelph.ca/arts/arts-links/bachelor-arts/ba-learning-outcomes>

(Learning outcomes that are specifically addressed in this course are highlighted.)

1. Community Engagement and Global Understanding

Understand how cultural, historical, geographical, political, linguistic, and environmental forces shape the world and recognize the role of the individual within communities to effect change.

This includes the ability to:

- i. Reflect on one's cultural identities and values
- ii. Demonstrate intercultural awareness and competence
- iii. Recognize and appreciate the real-world context of knowledge
- iv. Promote active citizenship and community engagement

2. Critical and Creative Thinking

Analyse and critically reflect on complex problems incorporating multiple perspectives and innovative thinking.

This includes the ability to:

- i. Analyse, synthesize and integrate knowledge
- ii. Critically evaluate the validity of arguments and conclusions
- iii. Practice creative thinking and expression
- iv. Demonstrate the capacity to argue in innovative directions

3. Literacy and Communication

Demonstrate the ability to extract and convey information accurately in a variety of formats.

This includes the ability to:

- i. Identify, locate, comprehend, and critically evaluate quantitative and qualitative information using visual, numerical, oral, aural, and textual sources
- ii. Communicate concepts and information clearly and in various formats (oral, visual, written, etc.)
- iii. Engage effectively with audiences from different backgrounds

4. Evaluate and Conduct Research

Engage in scholarly inquiry to identify and investigate questions of a theoretical and/or applied nature.

This includes the ability to:

- i. Identify gaps and limitations in the existing literature
- ii. Understand the principles of the research process
- iii. Apply appropriate research methodologies to specific problems
- iv. Develop intellectual independence and practice self-directed inquiry

5. Depth and Breadth of Understanding

Demonstrate detailed knowledge in one or more disciplines and integrate knowledge and perspectives across disciplinary boundaries.

This includes the ability to:

- i. Develop a detailed understanding of the current state of knowledge in one or more disciplines
- ii. Recognize the value, use and limits of multi-disciplinary learning
- iii. Cultivate an openness to consider and engage alternative research perspectives

6. Professional Development and Ethical Behavior

Demonstrate personal integrity and professional behaviour in scholarly endeavours and in collaborating with others within and beyond the academic community.

This includes the ability to:

- i. Demonstrate intellectual integrity and academic accountability
- ii. Collaborate respectfully with others, individually and in teams
- iii. Show leadership in professional environments while recognizing diversity
- iv. Manage time effectively and ensure personal organization

Class Content:

The course will consist of two 50-minute Lectures per week (with the professor) on related topics (see schedule of topics for approximate content). These will include workshops from Learning Services on topics like searching for information and effective writing. There will also be one 50-minute Tutorial Seminar per week. These will be based around developing your understanding of course materials as well as your thinking writing and speaking skills through active participation in discussions and student presentations. Attendance at both Lectures and Tutorial Seminars is a requirement of the course and will be rewarded.

Course Assessment:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Lecture Attendance	Punctual presence at the <u>full</u> lecture including submission of your signed and dated reflection card.	5%	UGLOs = 1.4, 2.1 BALOs = 6i-iv CLOs = 4, 6, 7
On-Line Discussions (10)	Weekly before 23:59 Sunday nights (#1 due Sunday 01/14/2018) (10 Discussions = 40%)	40%	UGLOs: 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, 5.1, 5.4, BALOs = 1i, 1iii, 2i-iv, 3i-iii, 4iv, 5i-iii, 6i-iv CLOs = 1, 2, 3, 5, 8-11
Tutorial Seminar Attendance	Punctual presence at the <u>full</u> Tutorial Seminar including submission of a signed and dated reflection card at the end of your Tutorial Seminar. (Partial attendance at Tutorial Seminar will be assessed on a pro rated basis.)	5%	UGLOs = 1.1, 1.3, 1.4, BALOs = 6i-iv CLOs = 1, 2, 3, 5, 8-11
Contribution to In-Tutorial Seminar Discussions	After each Tutorial Seminar. (Partial attendance at Tutorial Seminar will be assessed on a pro rated basis.)	15%	UGLOs: 1.1, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4, BALOs = 1i, 1iii, 2i-iv, 3i-iii, 4iv, 5i-iii, 6i-iv CLOs = 1, 2, 3, 5, 8-11
Presentation & Written Submission (Summary and analysis of On-Line Discussion – “ICE” Framework)	Presentation in/to Tutorial Seminar between (dates assigned in seminar)	5%	UGLOs = 1.1, 1.3, 1.4, 2.1, 2.2, 4.1, 4.2, 4.3, 4.4, BALOs = 1i, 1iii, 2i-iv, 3i-iii, 4iv, 5i-iii, 6i-iv CLOs = 1, 2, 3, 5, 8-11
	Followed by Written Submission to the dropbox before 23:59 after your presentation.	5%	
Final Exam	04/12/2018 11:30-13:30 am Location TBA	25%	UGLOs = 4.2, BALOs = 2i-iv, 3i-ii, 4iv, 6i-iv CLOs = 1-11
Total		100%	

Course Assessment Descriptions:

Lecture Attendance & Engagement (5%):

Since attending Lectures is a foundation to successfully completing the course, attendance will be assessed. To put it another way: “*Be there or be... circular (i.e. ‘0’)*”. Earning credit for attendance will require the submission of a (signed and dated) “Reflection Card” at the end of each Lecture. Blank “Reflection Cards” will be handed out at the beginning of Lecture. You are to quote or paraphrase something you heard in the Lecture that struck you as particularly interesting and explain why and how it connects to course material(s).

Tutorial Seminar Attendance & Engagement (5%):

Since attending Tutorial Seminars is a foundation to successfully completing the course, attendance will be assessed. (To put it another way: “*Be there or be... circular (i.e. ‘0’)*”). Earning credit for attendance will require the submission of a (signed and dated) “Reflection Card” at the end of each Tutorial Seminar. Blank “Reflection Cards” will be handed out at the beginning of Tutorial Seminar. You are to quote or paraphrase something you heard in the Seminar that struck you as particularly interesting and explain why and how it connects to course material(s). (Partial attendance at Tutorial Seminar will be assessed on a pro rated basis.)

Quote/Reflection Cards:

1. Form part of your Attendance and Participation assessment.
2. Pick up a Reflection Card at the beginning of class.
3. Put your name and the date on it.
4. During class write (quote or paraphrase) something your heard on the card.
5. It can be anything related to course content that you found especially interesting.
6. Explain why you thought it was interesting and how it relates to course content.
7. Hand it in inside your name tag at the end of each class.
8. A good quality submission will be a *reflection* (not just a description). Do not just make notes about class content. Pick one or two things that struck you and explain why and relate them to course content.

Name Tags:

1. Form part of your Attendance and Participation assessment.
2. Use a wide marker to print your first name very visibly and LARGE so that it is legible from across the room. Print your last name with a ballpoint pen (much smaller).
3. Pick it up at the beginning of each Tutorial Seminar and wear it PROUDLY and VISIBLY.
4. Return it at the end of each Tutorial Seminar.

Courselink Photo:

Posting a head & shoulders photo of yourself on your Courselink profile is encouraged and appreciated.

On-Line Discussions (40%):

This component is based on your own on-line written responses and interactions with others on the debate/discussion question (posted weekly on Courouselink). This is an opportunity to help you prepare for class and augment your understanding of materials and your writing skills at the same time.

Each week (2-11) there will be a discussion question posted to Courouselink. You will use the readings, lecture and beyond to respond to the discussion question and the posts made by others in your On-Line Discussion Group (~4 other classmates).

You are required to make 3 substantive posts. Here are the steps:

1. Read the discussion question before looking at the relevant course material.
2. Complete (and make notes during) the assigned material (lectures, reading, viewing and/or listening) by Thursday before 23:59.
3. Post #1: Write your (first post) response to the discussion question in Word (off-line) and save it. Post it to your On-Line Discussion Group on Thursday before 23:59 (*no later than* Friday before 23:59). The first post is required in order to see other posts. Once you have submitted your initial response to the discussion question, you will be able to see other responses to it in your On-Line Discussion Group.
4. Wait 24 hours. (Each post must be made at least 24 hours apart so others have time to respond)
5. Post #2: Now you can see, read, consider and respond to another discussant's first post. The first thing to do is compliment them on their post, clarify their point of view and the terms used, and then explain how it advanced your understanding of the question. (The deadline for this second post is before 23:59 on Saturday night.)
6. Post #3: The third post will be your response to another discussant's response to your first post. This should also begin with a polite, respectful and encouraging introduction followed by a cogent, supported response to their points about your initial post. (The deadline for your third post is before 23:59 on Sunday night.)
7. Make notes on any unresolved issues or questions/reflections and bring them to your Tutorial Seminar. This is where you can clarify points of view and respond to any questions others may have raised about your posts.

Look at and consider the On-Line Discussion Question and complete the readings, audio, video, etc. right after class get on-line to discuss!

1. Quantity = 3 substantive posts/discussion are required to gain full credit.
2. Quality = every post should be a minimum of 2-3 paragraphs with relevance, coherence, persuasiveness, and support for your points from course materials (including lectures), external evidence, examples, links, etc., with proper references/citations.

Three full posts at least 24 hours apart (i.e. over a minimum of 3 days) are required to gain full credit.

Post #1:

Required by Thursday at 23:59. (Friday before 23:59 at the latest.)

Since the first post is the most important (and robust), a 3 or more paragraph first post means working out of 50% for that week's OLD grade.

Post #2:

A second thoughtful, cogent and well-supported (2 or more paragraph) post means working out of 75% for that week's OLD grade.

Post #3:

A third thoughtful, cogent and well-supported (2 or more paragraph) post means working out of 100% for that week's OLD grade.

Your On-Line Discussion Posts discussion posts are assessed on the extent to which they fulfill the following expectations.

1. Timely (see above).
2. Polite.
3. Respectful.
4. Encouraging.
5. Thoughtful.
6. Creative.
7. Clearly articulated in your own words.
8. Grammatically correct.
9. Logical.
10. Cogent.
11. Include relevant, well-explained external support including properly-referenced evidence and/or examples and/or analogies. [You are welcome to use examples from personal experience, topical news stories, as long as they are relevant, trustworthy sources and provide valid support for your point(s).]

Examples:

Missing some of the above criteria means be working out of <100%.

Posting a first post after Friday means working out of 80%.

Posting a second post after Saturday means working out of 80%.

Posting all 3 posts on Sunday means working out of 60%.

Discussions close firmly at 23:59 Sundays. No extensions will be granted.

Tutorial Seminar Participation & Engagement (15%):

Tutorial Seminars (and Lectures) are an opportunity to discuss course materials, On-Line Discussion questions and responses. It is a richer place when you actively participate in it. The value of this class depends very much on our collective will to help inform each other. Participation will be its own reward by helping you understand course materials more fully and achieving your academic, personal and spiritual goals. *Your* active participation in classes is very important to your success in the course. We have much to learn from one another's perspectives. *Your* perspective is very important to all of us. It is through sharing our perspectives and insights that we will develop and grow.

Your participation assessments are based on contribution to class and course activities. This means completing the assigned materials each week and contributing to discussions, answering questions, presenting material etc. Speaking and listening are crucial skills. One of the learning objectives is to become more comfortable, confident and effective with sharing ideas in a public forum (public listening and speaking). Earning credit for Participation will require you to be an attentive listener who speaks during each Seminar and who demonstrates politeness, and respectfulness of the views of others (including the time available for each participant to speak). Your assessment is based on respectfully and thoughtfully listening to and responding to classmates in each and every class. We all benefit from helping to ensure that all participants have a chance to listen and speak and in welcoming and encouraging environment.

Arrive at all Tutorial Seminars and Lectures fully prepared to discuss the prominent themes and points made in your own On-Line Discussion Group.

(Partial attendance at Tutorial Seminar will be assessed on a pro-rated basis.)

We are exploring a most fascinating and complex topic: **Society & Inquiry**

What are the arguments and evidence in the readings?
 What arguments and evidence (agreeing or disagreeing) can you add from your own experience, research, examples?
 What are the implications of course materials for your own life? Human nature? Social relations? Public Policy? Our global future? What can you bring to the discussion to enlighten, improve or act on the situation?
 How can we use techniques of critical thinking, theories, ideas, developments, information and course materials to help us determine and actualize a better world?

Your Tutorial Seminar Participation and Engagement will be assessed on the extent to they fulfil the following expectations.

1. Punctual (arrive on time)
2. Active Listening.
3. Active Contributing (Strive to speak at least once every Tutorial Seminar).
4. Focused (non-distracted).
5. Polite.
6. Respectful.
7. Encouraging.
8. Thoughtful.
9. Creative.
10. Clearly articulated in your own words.
11. Logical.
12. Cogent.
13. Include relevant, well-explained external support including properly-referenced evidence and/or examples and/or analogies. [You are welcome to use examples from personal experience, topical news stories, as long as they are relevant, trustworthy sources and provide valid support for your point(s).]

Examples:

Fulfilling all of the above well means working out of 100%.

Missing some of the above criteria means working out of <100%.

Not speaking means working out of ~80%.

Arriving more than a few minutes late (or leaving early) means working out of ~70%.

Not speaking or listening well (i.e. being distracted or distracting) means working out of ~70%.

Tutorial Presentation & Written Submission (5% + 5%):

You will lead your Tutorial Seminar with a short 5-10 minute oral presentation. The idea is to summarize and critically reflect on the points of view and evidence presented in your On-Line Discussion Group. You will follow up with a written version submitted to your Tutorial Seminar Leader through the Courselink drop box.

One important learning objective associated with this assignment is to develop your public presentation skills by leading, informing and engaging the class in the assigned course material-readings for that class.

Although you are encouraged to highlight important aspects of the discussion (and readings), you are expected to go well beyond summarizing. You are encouraged to expand on key issues within the material and interpolate them with external evidence, examples, personal experiences, etc. You can include multi-media links, written, sound and/or video bytes. A few slides, hand-outs etc. might be helpful. You decide how you will best lead the discussion and engage classmates in the topic through activities.

Engage with your topic and your classmates in critically reflective ways. What struck you most about the discussion and readings? Why? What was discussed? What points, issues, arguments, and/or themes preoccupied people?

Be philosophical. Ask deep critical questions. Use active learning activities to engage your classmates and encourage everyone to critically reflect on how the issues, points, problems, etc. you are highlighting affect each of us in our daily lives. You and your classmates should encourage each other in active reflections, considerations, comparisons, contrasts, dissention, argument, etc.

The Seminar Leader assignment is worth 10% of your mark and is assessed on the basis of clarity, resonance with the On-Line Discussions and course materials (including lectures), provision of data or supporting material, relevance of examples, class engagement.

You should try to,

1. outline the information and issues that emerged in the On-Line Discussions.
2. provide further information (evidence, examples etc.)
3. provide your perspective with examples and implications of this information for the discussion question and beyond. [What examples can you provide from your own experience? How might the perspectives expressed inform and/or change your personal policy (daily behaviour) or public policy?]

4. engage your classmates in an activity related to your content. [Possible class engagement tools can include some combination of a brief presentation, hand-outs, quizzes, class discussion, etc.]

Final Examination (25%):

Date and Time: (04/12/2018 08:30-10:30 am)

Location: TBD

Readings:

Will be posted on Courselink through a link to ARES. Monitor the week and class # on an on-going basis for changes and additional, audio, visual, links, etc. that are required for the On-Line Discussions.

Course Schedule:

Topic/Lecture	Date	Date	Read & Discuss <i>Before</i> Sunday's at 23:59 Lecture
Week 1 Intro to the Course & Expectations	Class 1 Monday 01/08/18	Class 2 Wednesday 01/10/18	<i>(Some required materials, links, audio, video, etc. may be added and available on Courselink. Continue to look carefully under the Class # & Date.)</i>
Week 2 Reason & Justification – The Value of Thinking	Class 3 Monday 01/15/18	Class 4 Wednesday 01/17/18	Lawton, Graham, ed. <i>New Scientist - The Collection - Essential Knowledge 2017</i> Intro Need to Know v 4, Issue 3 Levitin, Daniel J. <i>Weaponized Lies How to Think Critically in the Post-Truth Era - Conclusion (Why Think Critically)</i>
Week 3 Thinking Critically Habits of Thought Always and Never	Class 5 Monday 01/22/18	Class 6 Wednesday 01/24/18	Slooman, Steven - <i>The Knowledge Illusion</i> , Intro (New York: Riverhead, 2017) Hidden Brain, NPR, “When It Comes To Politics and 'Fake News,' Facts Aren't Enough” December 25, 2017 HTTPS://WWW.NPR.ORG/2017/12/25/572162132/ENTER-TITLE
Week 4 The Frames That Ensnare (The	Class 7 Monday 01/29/18	Class 8 Wednesday 01/31/18	Royal, Brandon, <i>The Little Blue Reasoning Book</i> , C1 Perception & Mindset, (Calgary, Maven

Atomic Individual etc.)			<p>2010)</p> <p>Gilovich, Thomas “How We Know What Isn’t So: The Fallibility of Human Reason in Everyday Life,” (New York: The Free Press, 1991) C1, Introduction</p> <p>The Daily Podcast, New York Times, 11/09/2017 (from 07:40-20:00) A look at how the First Baptist Church in Southerland Springs (Texas) could affect Texas’ gun culture with an interview with Jerry Patterson, a Republican former state senator who wrote the 1995 law that gave Texans the right to carry concealed weapons.</p> <p>https://www.nytimes.com/2017/11/09/podcasts/the-daily/steve-bannon-virginia-elections.html</p>
Week 5 The frailty of epistemology the wisdom of humility	Class 9 Monday 02/05/18	Class 10 Wednesday 02/07/18	<p>Gilovich, Thomas “How We Know What Isn’t So: The Fallibility of Human Reason in Everyday Life,” (New York: The Free Press, 1991), C2: Something Out of Nothing: The Misperception and Misinterpretation of Random Data</p> <p>APM Reports <i>In The Dark</i> (Audio Podcast), Episode 6: “Stranger Danger” (36:47) https://www.apmreports.org/story/2016/10/04/in-the-dark-6</p>
Week 6 Facts and Values	Class 11 Monday 02/12/18	Class 12 Wednesday 02/14/18	<p>New Scientist The Collection Essential Knowledge 2017 Get Smarter</p> <p>Schultz, N. (2003). Distinguishing facts from</p>

			<p>values. <i>Beyond Intractability</i>. Eds. G. Burgess & H. Burgess. Conflict Information Consortium, University of Colorado, Boulder</p> <p>Shermer, M. (1997). "I am therefore I think: A skeptic's manifesto". Ch. 1. of <i>Why People Believe Weird Things</i>, pp. 13-23 . New York, NY: W. H. Freeman & Co.</p>
<p>Winter Break No Classes</p>	<p>Monday 02/19/18</p>	<p>Wednesday 02/21/18</p>	<p>Discussion Due 02/25/2017</p>
<p>Week 7 Informal Fallacies</p>	<p>Class 13 Monday 02/26/18</p>	<p>Class 14 Wednesday 02/28/18</p>	<p>Shermer, M. (1997). "How thinking goes wrong: twenty-five fallacies that lead us to believe weird things" Ch. 3 of <i>Why People Believe Weird Things</i>, pp. 44-61. New York: W. H. Freeman & Co.</p> <p>Asimov, A. (1989). The relativity of wrong. <i>The Skeptical Inquirer</i>, 14(1), 35-44.</p>
<p>Week 8 Double Standards & Differential valuations</p>	<p>Class 15 Monday 03/05/18</p>	<p>Class 16 Wednesday 03/07/18</p>	<p>Michaels, D. (2008). "The Manufacture of Doubt". Intro & Ch. 1 of <i>Doubt is Their Product: How Industry's Assault on Science Threatens Your Health</i>, pp. 3-11. Oxford, UK: Oxford University Press.</p> <p>Michaels, David - Manufacturing Uncertainty Contested Science and the Protection of the Publics Health and Environment</p>
<p>Week 9 Technology and The Modern Amplification of Ancient Hazards</p>	<p>Class 17 Monday 03/12/18</p>	<p>Class 18 Wednesday 03/14/18</p>	<p>Weiscott, Eric "Before Fake News Came False Prophecy," <i>Atlantic Monthly</i>, Dec 26, 2016</p> <p>Kiely, Eugene and Lori Robertson, "How to Spot Fake News," Posted on Factcheck.com November 18,</p>

			<p>2016 https://www.factcheck.org/2016/11/how-to-spot-fake-news/</p> <p>Higgins, Andrew, Mike McIntire and Gabriel J.X. Dance, “Inside a Fake News Sausage Factory: ‘This Is All About Income’ November 25, 2016 https://www.nytimes.com/2016/11/25/world/europe/fake-news-donald-trump-hillary-clinton-georgia.html</p> <p>Friggeri, Adrien, Lada A. Adamic, Dean Eckles, Justin Cheng “Rumour Cascades,” Proceedings of the Eighth International AAI Conference on Weblogs and Social Media, 2014</p> <p>Donath, Judith, “Why Fake News Thrives On Line,” November 20, 2016, http://www.cnn.com/2016/11/20/opinions/fake-news-stories-thrive-donath/index.html</p>
Week 10 Skills for detection and refutation	Class 19 Monday 03/19/18	Class 20 Wednesday 03/21/18	<p>Lawton, Graham, ed. <i>New Scientist</i>, Issue 3156, Weekly, December 16, 2017, “Effortless thinking”</p> <p>Jacobs, Allan - <i>How to Think Conclusion & Afterword</i>, (New York: Currency, 2017)</p> <p>Audio (Podcast): CBC Spark Sunday November 12, 2017, Episode, 371, “Moral outrage goes viral” (23:00)</p> <p>Audio (Podcast): CBC Spark, December 31, 2017, Episode 378, “A survival guide for</p>

			thinking, because we're a lot worse at it than we think"
Week 11 Tools to take forward	Class 21 Monday 03/26/18	Class 22 Wednesday 03/28/18	Cook, J., Lewandowsky, S. (2011), "The Debunking Handbook," St. Lucia, Australia: University of Queensland. Gilovich, Thomas "How We Know What Isn't So: The Fallibility of Human Reason in Everyday Life," (New York: The Free Press, 1991), C11, Where do we go from here
Week 12 A View with Some Room	Class 23 Monday 04/02/18 Review	Class 24 Wednesday 04/04/18	Sagan, C. (1996). "The Marriage of Skepticism & Wonder" Ch. 17 of <i>The Demon-Haunted World: Science as a Candle in the Dark</i> , pp. 247-263
Final Exam		Thursday 04/12/18 11:30-13:30	

Help with Academics & Writing

The Learning Commons

<https://www.lib.uoguelph.ca/get-assistance>

Writing Workshops:

<https://www.lib.uoguelph.ca/news/free-writing-workshops-university-guelph>

Course Policies

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Group Work:

The group project is expected to be collaboration between group members. If your group has difficulties, please try to work them out yourselves first. If you have difficulty doing so, then please consult me after you attempt to work it out yourselves.

For your written work, you are encouraged to discuss ideas with others to sharpen your arguments – this is collaborative learning. However, you may not collaborate on the actual writing of the essay.

Re-assessing of Assignments

Think about the assessment on your assignment (and the reasons for it). Look closely and try to understand why you are not satisfied with the assessment. After 48 hours, if you still think the assessment was unfair, with specific references to your assignment, write a clear one page explanation for why you think the assessment should be higher. Remember that effort is important but is not part of the assessment. You may have worked very hard but this is not something you are assessment on. Only *after* these 48 hours, email this one page explanation to your TA who will then re-evaluate your assignment and provide you with more information. Second looks can lead to higher, lower or the same grade. Appealing beyond your TA (to the Course Director) is an extraordinary measure reserved for highly weighted assignments.

Course Policy regarding use of electronic devices and recording of lectures:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

University Policies

Undergraduate Grading Procedures

[Undergraduate Grading Procedures](#)

Grading System: As per Chapter VIII of the Undergraduate Calendar:

A+	90-100%	80-100 (A) Excellent: An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, analyze, and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.
A	85-89	
A-	80-84	

B+	77-79	70-79 (B) Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	60-69 (C) Satisfactory: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	50-59 (D) Poor: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.
D	53-56	
D-	50-52	
F	0-49	0-49 (F) Fail: An inadequate performance.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for

verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Important Dates

For regulations and procedures (e.g. for dropping courses), see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)