

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. **Attach a syllabus** that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):
- the course goals ✓
 - a brief description of the content ✓
 - the distribution of meeting times ✓
 - a weekly topical outline ✓
 - a listing of assignments ✓
 - grade assessment information (A-E or S/U) ✓
 - required textbooks and/or reading list ✓
 - the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>) ✓

Instructor Information

2. **Attach a brief biographical paragraph** that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Fábio Leite, Department of Psychology (Lima campus)

Proposer's Name and Primary Academic Unit (please print)

Associate Professor

Proposer's Title

leite.11@osu.edu

Proposer's e-mail Address

February 19, 2021

Submission Date

Mark Kleffner, Lima campus Associate Dean

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, bitters.4@osu.edu, no later than MARCH 1.

ARTSSCI 1138. __ : First-Year Seminar
Uh-oh, are our thoughts and actions reasonable?
[Checking on what Psychology has had to say about that.]

Course Syllabus
(Information subject to change)

Class Number: TBD **Credit Hours:** 1 **Grade System:** S/U
Class Delivery: In person, room TBD (Columbus campus)
Meeting Times: TBD (e.g., Mondays from 11:30 a.m. to 12:25 p.m.)

Instructor: Dr. Fábio Leite (His email address: leite.11@osu.edu)
Office hours: You may schedule remote meetings (via [CarmenZoom](#)) by emailing your instructor.

Required Textbook

Decision Making and Rationality in the Modern World, by Keith E. Stanovich. (ISBN: 978-0-19-532812-7; Oxford University Press.)

We will use the textbook in our weekly conversations. Please bring it with you to each class.

Learning Management System (LMS)

Carmen, our LMS, will be used for to post the course syllabus, announcements, and grades. Should any changes to course content, schedule, or assignments occur, they would be posted there.

Course Overview

Psychological science's knowledge may seem removed from "the real world" for a reader trying to connect the dots from laboratory findings. In this course, we will see that sound questions about human mind and behavior we ask in labs have a straightforward connection to how we think (e.g., evaluate evidence) and behave (e.g., make decisions) in our daily lives outside labs.

During the semester, you will be asked to read sections of the required textbook (or other assigned related reading) before coming to class meetings each week and to participate in conversations about that content. In doing so consistently, by the end of the semester, you are expected to have gained a better understanding of the kind of research performed in the field of judgment and decision making within psychology, the relationship between psychology and other fields (e.g., philosophy and computer science), and the inherent relationship between scientific research and our daily lives.

Course Assignments and Grading

Final course grades will be listed as satisfactory or unsatisfactory (S/U system). Satisfactory completion of the course will be determined by a simple $\frac{3}{4}$ rule: you must have performance of at least $\frac{3}{4}$ in **both items** below.

Attendance and Participation

In order for you to make progress in this course, you must come to class. Once in class, you must participate in our conversations. Each week, you will earn a full point if you came to class and participated in our conversation, a half a point if you only showed up but not participated or came in late or left early, and no point if you were absent (regardless of reason). Out of the 14 scheduled class meetings, you must accumulate at least 10.5 points in this item to be eligible for a final S grade.

Assignments

In lieu of exams, you will be asked to compile a learning portfolio. To help you do that, the assignment is broken down into three sets of reflections and the final report. These four parts are equally weighted. Each part will be graded as S or U. To be eligible for a final S grade for the course, you must have at least three S grades out of these four parts. That means that if you submit the first three parts and earn an S in all of them, putting together the final portfolio during Finals Week becomes optional to you.

Course Schedule

Week #	Dates	Topics	Notes
1	8/30	Getting started; What is rationality? (Ch. 1)	
Holiday	9/6		
2	9/13	Do we make rational decisions? (Ch. 2 « Framing)	Students 1 & 2 lead discussion
3	9/20	Framing & endowment effects (Ch. 2)	Students 3 & 4 lead discussion
4	9/27	Rational anomalies (Ch. 2 › More Anomalies)	Students 5 & 6 lead discussion
5	10/4	TBD – Re: previous weeks and other disciplines	1 st set of reflections due 10/10
6	10/11	Do we have rational beliefs? (Ch. 3 « Conj. F.)	Students 7 & 8 lead discussion
7	10/18	Non-rational belief formation (Ch. 3 › Conj. F.)	Students 9 & 10 lead discussion
8	10/25	How bad is it? (Ch. 4 « Framing Effects)	Students 11 & 12 lead discussion
9	11/1	TBD – Re: previous weeks and other disciplines	2 nd set of reflections due 11/7
10	11/8	Are we simply different? (Ch. 4 › Framing Effects)	Students 13 & 14 lead discussion
11	11/15	Are we compatible with rationality? (Ch. 5)	Students 15 & 16 lead discussion
12	11/22	Can we self-correct? (Ch. 6)	Students 17 & 18 lead discussion
13	11/29	TBD – Re: previous weeks and other disciplines	3 rd set of reflections due 12/5
14	12/6	What have we learned?	
Finals	TBD	(12/10—12/16) Learning portfolio due	Final course assignment

Note. Subject to change. TBD topics will be decided based on collective interest. « means before that book section; › means from that section onward.

Other Important Statements

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W 12th Avenue.

Academic Integrity and Conduct

All students enrolled in OSU courses are bound by the Code of Student Conduct. Suspected violations of the Code will be dealt with according to the procedures detailed therein. **Any** suspected or alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

There are two additional major ethical considerations in this course: i. you are expected to work alone on all written assignments; ii. you may not turn in anything that you did not completely write.

Be careful about plagiarism: attribute quotes and ideas that others have previously published where appropriate. To learn more about academic misconduct and plagiarism, you may watch [this video](#).

Time commitment

The time it will take you to complete readings and assignment may vary from week to week. You are advised to expect to spend approximately **two and a half to three and a half hours each week** on course-related activities, including attending and participating in our weekly meetings. (This estimate is in alignment with the formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit set forth by the Ohio Department of Higher Education.) Please plan accordingly.

Take care of yourself

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University

offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Respectful conduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Inclusive environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

FYS Program
Leite's biographical paragraph

Following my doctoral training and postdoctoral experience, I have worked on the analysis of response time (RT) and accuracy data from quick decisions based on perceptual input via cognitive modeling. The overarching research question driving that line of research has been, What cognitive mechanisms drive people to respond to stimuli the way they do? I continue to be interested in that line of research, although I have turned my attention to contributing to advances in the modeling methodology lately. I also maintain an interest outside the domain of perceptual tasks within cognitive psychology (e.g., human rationality and judgment and decision making) and in thematic areas related to I/O Psychology and Management. I have received both campus-wide awards related to teaching undergraduate students on the Lima campus: the 2012 Outstanding Teaching Award and the 2015 Faculty Award for Student Mentorship. Since Autumn 2007, I have taught seven undergraduate courses within the psychology curriculum (Psych 1100, 2300, 3310 [twice on the Columbus campus], 3312, 3313, 3321, and 4510) and one study skills course (ESCE 2273), in addition to mentoring students in undergraduate research (Psych 4998).