

BOSTON COLLEGE

S U M M E R S E S S I O N

Please note that this syllabus should be regarded only as a general guide to the course and is subject to change at my discretion. Learning is a flexible process and as I get to know you, it is highly likely some changes will occur to assignments. All changes are announced in class and through Canvas Announcement.

Psychology of Thinking PSYC227801

Boston College Summer Session 2016

Summer 2: June 27-August 5

Tuesday/Thursday, 6:00-9:15 PM

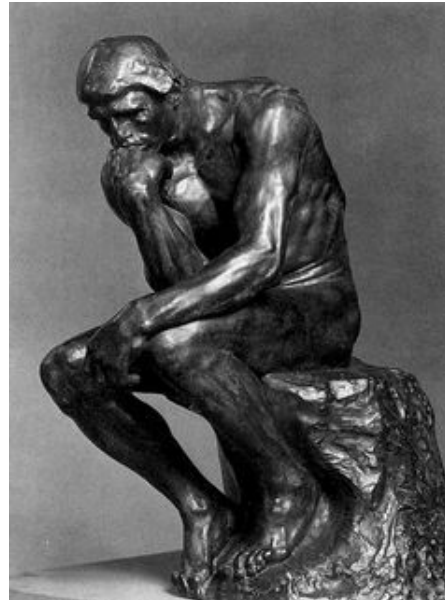
Instructor Name: Jillian Hogan

BC E-mail: hoganpq@bc.edu

Phone Number: Please email.

Office: McGuinn 430

Office Hours: By appointment



“Education is the methodical creation of the habit of thinking.”

-Ernest Dimnet, French author of the popular 1930s book *The Art of Thinking*

Course Description

Most people acknowledge that activities like solving a math problem or playing the piano require thinking, and that thinking is a process that is embedded into our daily lives. But what is thinking? In this class, we will examine how psychologists conceptualize broad habits of mind like persistence, imagination, teamwork, and creativity, determine some areas of daily life that teach these ways of thinking for school children, and speculate how we can measure each of these so-called "soft skills." This class requires engagement, reflection, and in-class participation rather than memorization of facts.

Information specific to Boston College courses:

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- [The Connors Family Learning Center \(CFLC\)](#) coordinates services for students with LD and ADHD.
- [The Disabilities Services Office \(DSO\)](#) coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the [Boston College policy on academic integrity](#) for more information.

Course Specific Information:

Course Objectives

Students will:

- Identify and explain frameworks for explaining broad thinking and recognize opportunities for implementation of these in every day life
- Engage in discussion and written reflection about the characteristics of several habits of mind
- Consider and speculate about current and potential assessment mechanisms for habits of mind
- Investigate the literature about one particular habit of mind of interest and write a paper on this habit
- Practice strategies for critically reading scientific papers
- Demonstrate understanding across cultural settings and learn the impact of culture, gender, and age in the understanding of habits of mind as demonstrated through class discussions.
- Demonstrate ethical knowledge of assessment practices pertaining to habits of mind in education as demonstrated by discussion in final papers.

What You Can Expect of Me

- Respectful discourse
- Awareness and appreciation that we each have different backgrounds that will help shape our different opinions; I will not consciously try to persuade you to my opinion; my goal is to always help you shape yours
- That I will say “I don’t know” if I don’t know, and will get back to you with the appropriate information by the next class; I will never make anything up
- Acknowledgement that some people work better alone and others in groups and that some people express best in writing and others best in speaking; Assignments are varied to acknowledge this and choices given as frequently as possible
- Willingness to learn from you
- A constructivist perspective on teaching and learning ([https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education)))
- Speedy feedback on written work
- Speedy response to your emails
- A 15 minute break somewhere in the middle of class

What I Expect of You

- Willingness to engage in material
- Completion of all readings before class so that we can all engage meaningful in class activities and learn from your best contributions
- Respectful discourse
- Timely communication if you are having trouble, need help, or have an emergency that will make you late or absent
- Snacking and dinner-eating that is not distracting (I expect that you may need to eat and encourage you to do that if you need to—just do so as inconspicuously as possible)
- Disappearance of cell phones as class begins (I know this can be difficult and I honestly appreciate the urge to check it, but in this class I ask that you all disengage from that world so you can engage more fully in ours.)
- That will you return on time from our mid-class breaks

Information about Class Assessment and Values:

Grading

The way you are assessed in this class is directly related with what I value for your learning experience in this class. I value that you engage, that you grow, and that you are motivated enough to become expert in something meaningful to you.

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| Engagement | Participation in Class <i>To participate in class activities, you must be present, aware, and contribute meaningfully in verbal and/or written form.</i> | 20% |
| Growth | Response papers and paper analyses <i>By 4:00 PM on the day of class, a response paper and/or paper analysis is due on Canvas. These are posted in Canvas, and typically ask you to respond to a reading, relate the readings to your daily life, or they ask questions to help you read one of the papers thoroughly and with a scientific perspective.</i> | 20% |
| Finding Meaning | Annotated bibliography of chosen topic <i>All students will become expert in a habit of mind of their choice. Their final paper and presentation on this habit of mind will be guided through a feedback process through the semester.</i> | 10% |
| | First draft of paper <i>Instructions will be posted on Canvas and discussed in class.</i> | 10% |
| | Final draft of paper <i>Instructions will be posted on Canvas and discussed in class.</i> | 20% |
| | Roundtable presentation <i>Instructions will be posted on Canvas and discussed in class.</i> | 20% |

The undergraduate grading system for Summer Session is as follows:

A (4.00), A- (3.67)

B+ (3.33), B (3.00), B- (2.67)

C+ (2.33), C (2.00), C- (1.67)

D+ (1.33), D (1.00), D- (.67)

F (.00)

All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the [Office of Student Services](#).

Deadlines and Late Work

Daily work must be completed on time. Coming to class without doing the readings or homework is not acceptable and will create a long and boring three hours of class for you.

Written assignments will be deducted 5 percentage points for each day it is late. If there is an

unavoidable situation that you discuss with me ahead of time, late assignments may be accepted without deduction.

The final paper due date must be firm because the final grade submission date for Boston College is firm.

The most important thing is that you stay in touch with me if you think that there is a deadline you are unable to meet. It's worth a million times more to hear ahead of time that something might be unavoidably late than to hear after the fact about why it is late. In other words, be communicative.

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in APA format. Strive for a thorough yet concise style. Cite literature appropriately. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Course Roadmap:

Course Assignments

It is the expectation of Boston College that a minimum of 2 hours per week per hour of instructional time will be spent on outside-of-class assignments. This means 6.5 hours of outside of class time for every class meeting.

Because the summer semester is extremely truncated, there is little time for procrastination and falling behind can be dangerous. Please make every effort to stay on track and get in touch with me if you are having trouble. I am happy to meet with you to help you during the semester—but not to bail you out at the end of the semester. Be proactive and communicative.

Textbooks & Readings (Required)

All PDF files of papers and links to other required media are available on Canvas.

Textbooks & Readings (Recommended)

A list of resources to help you become an expert in your final paper topic area (and any other area of interest you might choose to explore on your own time) is available in the Additional Resources page on Canvas.

Course Schedule

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| 1 | Tuesday, 6/28 | Thinking | none |
| 2 | Thursday, 6/30 | Thinking, Continued | <p>Response paper due by 4:00 PM</p> <p>-----</p> <p>Baron, J. (1993). Why teach thinking? - An essay. <i>Applied Psychology: An International Review</i>, 42, 191-237.</p> <p>Tishman, S. & Andrade, A. Thinking dispositions: A review of theories, practices and issues.</p> <p>Kamenetz, A., (2015). Nonacademic schools are key to success. But what should we call them? nprEd article.</p> <p>Lleras, C. (2008). Do skills and behaviors in high school matter? The contribution of noncognitive factors in explaining differences in educational attainment and earnings. <i>Social Science Research</i>, 37(3), 888-902.</p> |
| 3 | Tuesday, 7/5 | Mindsets | <p>Response paper due by 4:00 PM</p> <p>-----</p> <p>Dweck, C. (2015). The Growth Mindset. Talks at Google video</p> <p>Briceno, E. (2015). Growth mindset: Clearing up some common confusions. Mind/Shift article</p> |

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| | | | <p>Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. <i>Psychological review</i>, 95(2), 256.</p> <p>Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. <i>Educational Psychologist</i>, 47(4), 302-314.</p> |
| 4 | Thursday, 7/7 | Grit | <p>Response paper due by 4:00 PM</p> <p>-----</p> <p>Duckworth, A. (2013, April). The Key to Success? Grit. TED Talk</p> <p>Duckworth, A. Playlist from Templeton Foundation (watch all 6 short videos)</p> <p>Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. <i>Journal of personality and social psychology</i>, 92(6), 1087.</p> |
| 5 | Tuesday, 7/12 | Assessing Habits of Mind | <p>Response paper due by 4:00 PM</p> <p>-----</p> <p>Duckworth, A. L., & Yeager, D. S. (2015). Measurement matters assessing personal qualities other than cognitive ability for educational purposes. <i>Educational Researcher</i>, 44(4), 237-251.</p> <p>West, M. R., Kraft, M. A., Finn, A. S., Martin, R. E., Duckworth, A. L., Gabrieli, C. F., & Gabrieli, J. D. (2015). Promise and Paradox Measuring Students' Non-Cognitive Skills and the Impact of Schooling. <i>Educational Evaluation and Policy Analysis</i>, 0162373715597298.</p> <p>Kamenetz, A. (2016). Is 'Grit' Doomed to be the new Self Esteem? NPR Ed article</p> |
| 6 | Thursday, 7/14 | Optimism | <p>Response paper due by 4:00 PM</p> <p>----</p> <p>Annotated bibliography due by 6:00 PM</p> <p>----</p> <p>Carver CS, Scheier MF, Segerstrom SC. Optimism. <i>Clinical psychology review</i>. 2010;30(7):879-889.</p> |

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| | | | <p>Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. <i>Oxford review of education</i>, 35(3), 293-311.</p> <p>Seligman, M. (2006). <i>Learned optimism</i>. Vintage. Excerpt.</p> |
| 7 | Tuesday, 7/19 | Guest Teacher | Readings TBA |
| 8 | Thursday, 7/21 | Creativity | <p>Response paper due by 4:00 PM</p> <p>-----</p> <p>Simonton, D. (2004). Creativity. In C. Peterson & M. Seligman (Eds.) <i>Character Strengths and Virtues: A Handbook for Classification</i> (129-123). New York: Oxford University Press.</p> <p>Amabile, T. M. (1979). Effects of external evaluation on artistic creativity. <i>Journal of personality and Social Psychology</i>, 37(2), 221.</p> <p>Additional reading TBA</p> |
| 9 | Tuesday, 7/26 | Gratitude | <p>Response paper due at 4:00 PM</p> <p>-----</p> <p>First paper draft due at 6:00 PM in Canvas and in hard copy.</p> <p>-----</p> <p>Wood, A. M., Froh, J. J., & Geraghty, A. W. (2010). Gratitude and well-being: A review and theoretical integration. <i>Clinical psychology review</i>, 30(7), 890-905.</p> <p>Watkins, P. C., Woodward, K., Stone, T., & Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective well-being. <i>Social Behavior and Personality: an international journal</i>, 31(5), 431-451.</p> <p>McCullough, M. E., Emmons, R. A., & Tsang, J. A. (2002). The grateful disposition: a conceptual and empirical topography. <i>Journal of personality and social psychology</i>, 82(1), 112.</p> |
| 10 | Thursday, 7/28 | Imagination/Envisioning | <p>TBA readings</p> <p>Paul Harris</p> <p>Steve Kosslyn</p> |
| 11 | Tuesday, 8/2 | Interdisciplinary Transfer of HOM | <p>Response paper due at 4:00 PM</p> <p>-----</p> <p>Perkins, D. N., & Salomon, G. (1992). Transfer of</p> |

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| | | | <p>learning. <i>International encyclopedia of education</i>, 2, 6452-6457.</p> <p>Moga, E., Burger, K., Hetland, L., & Winner, E. (2000). Does studying the arts engender creative thinking? Evidence for near but not far transfer. <i>Journal of Aesthetic Education</i>, 34(3/4), 91-104.</p> <p>Goldsmith, L.T., Simmons, S., Winner, E., Hetland, L., Hoyle, C., & Brooks, C. (2014). <u>Geometric reasoning and drawing: Possible interconnections among STEM subjects and art</u>. <i>Tracey: Drawing and Visualization Research</i>, December. (Special Edition: Drawing in STEAM.)</p> <p>Goldsmith, L.T., Hetland, L., Hoyle, C., & Winner, E. (2016). <u>Visual-spatial thinking in geometry and the visual arts</u>. <i>Psychology of Aesthetics, Creativity, and the Arts</i>, 10, 1, 56-71.</p> |
| 12 | Thursday, 8/4 | Making Your Thinking Visible | <p>Final papers are due at 6:00 PM in Canvas. (Early submissions are welcome.)</p> <p>Roundtable presentations will happen during class today.</p> |