



ASCI*1120 Society and Inquiry II

Winter 2022

Section(s): 01

College of Arts

Credit Weight: 0.50

Version 1.00 - January 07, 2022

1 Course Details

1.1 Calendar Description

Through a series of historical and/or current case studies, students will continue to explore the ways in which social forces shape inquiry. Students will learn to balance the weight of evidence from multiple sources and present those findings both orally and in writing.

Pre-Requisites:	ASCI*1110
Equates:	ASCI*1010
Restrictions:	Registration in the BAS degree program.

1.2 Course Description

We are confronted every day with a sea of information, including wave upon wave of misinformation, wishful thinking, and outright falsehoods. How do we tell fact from fiction? How do people come to believe things that aren't true? Some claims appear to be based on science and evidence, but in fact are not. Even within real science, researchers' brains can trick them into seeing patterns that aren't real, drawing unwarranted conclusions, speaking beyond the data, and generally believing things that are later shown to be untrue. How can we become critical consumers of information, and draw only the appropriate conclusions from our observations? This course serves as a course on "bullshit detection", where students learn how social forces and people's own brains lead them astray and come to believe incorrect things. In the process, we will show how to apply the scientific method to arrive at the truth, even with topics outside the traditional scientific disciplines.

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Pat Barclay
Email:	asci1120@uoguelph.ca
Office Hours:	Open drop-in office hours will be held on a recurring meeting on Zoom (accessed through Courselink) Mon & Wed 8:30AM-9:30AM, no appointment necessary. This is a good place to ask questions about course content, assignments, organization, etc. Before asking questions about the course, read this course outline (syllabus), check the course FAQ on Courselink (updated as questions come in), or post the question to the Courselink Discussion Boards - other students will probably be able to help you.

2.2 Teaching Assistants

Teaching Assistant (GTA):	Loudon Herold
Email:	lherold@uoguelph.ca
Office Hours:	Each TA will describe their office hours in the first tutorial (e.g., a fixed drop-in time, individually scheduled).
Teaching Assistant (GTA):	Waed Hasan
Email:	whasan@uoguelph.ca
Office Hours:	Each TA will describe their office hours in the first tutorial (e.g., a fixed drop-in time, individually scheduled).
Teaching Assistant (GTA):	Joshua Grant-Young
Email:	jgrantyo@uoguelph.ca
Office Hours:	Each TA will describe their office hours in the first tutorial (e.g., a fixed drop-in time, individually scheduled).

2.3 Individual Online Office Hours

The primary office hours are the online office hours listed above (Mon & Wed 8:30AM-9:30AM), which are drop-in and available to everyone for questions about course material, structure, organization, or assessments. In addition, you can arrange an individual Zoom or Teams meeting with the instructor upon request. E-mail the course address (asci1120@uoguelph.ca) to arrange a time. I'm always happy to speak with you privately.

2.4 Course e-mail

The official course email address is asci1120@uoguelph.ca. This is how you should be communicating with me. I will check this email everyday and will reply as quickly as I can, typically within two working days. Send emails here rather than to my personal address. This keeps all the course email traffic collected in one place where it will not be mixed in with my other emails, and *I won't miss messages*. Weekends are not working days.

3 Learning Resources

3.1 Required Resources

Thomas Gilovich, *How We Know What Isn't So*. Free Press, 1993. (Textbook)

This is a real book which you must have, and read, to complete the course. We will start with this book in the first few weeks, so get it immediately. It is available from the **UG campus bookstore**. You can order it at: <https://bookstore.uoguelph.ca/>. **The Bookstore will cover the cost of shipping.** Or, you can also order it online from a bookstore or from Amazon (where there are also Kindle editions available).

Additional Readings & Videos (Readings)

In addition to the required book, I have posted required articles and videos on Courselink under the Content tab. Please see the list of Scheduled Readings & Topics for details (posted on Courselink). There will be a weekly quiz to ensure that you have done the readings and watched the lecture videos.

Technological Requirements for this Course (Other)

All students must have regular access to a computer with reliable internet access (a cell phone is useful, but not enough). They will be required to engage with lecture videos, movies, podcasts, create and upload documents written in **MS Word** format, download and view pdf files, successfully log in and navigate **CourseLink**, **MS Teams**, and **Zoom**, and navigate quizzes and other pages on the UG Gryph system. Check the *bandwidth* of your internet connection by going to: speedtest.net. Optimally, you will want a minimal **download speed** at least 30Mbps and an **upload speed** around 10Mbps. Higher numbers are always better.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. 1. Understand and articulate how social forces affect what gets researched and believed to be true
2. Identify some common ways that people's brains mislead them about what is true
3. Demonstrate an understanding of how theories shape the production of knowledge
4. Develop proficiency in research by framing questions, locating, presenting and critically evaluating evidence
5. Use first principles and tangible examples to support arguments
6. Write in a clear and understandable manner
7. Apply group skills to investigate and present a topic collaboratively
8. Become more confident in public oral communication

4.2 Bachelor of Arts & Science Program Learning Outcomes

All the instructors in the core of ASCI courses fully expect that you will look back on your 4

years here and agree that you have met the overall learning outcomes of the BAS program. But each course will not address every outcome. Nor will each instructor make the same kinds of bridges between the 'Arts' (i.e., the Humanities and Social Science) and Science. We each have very different ranges of expertise and skill sets – that is one of the strengths of the program. Initially you as a student might have some difficulty seeing how each ASCI course fits into the bigger picture of the complete list of Learning Outcomes. This course provides you with one piece of a larger puzzle that you will complete by Year Four. As you go through the ASCI courses and gain new pieces, the whole puzzle will unfold. By the end of the BAS program, successful students will be to:

1. Analyze and evaluate complex case studies from and for multiple and competing perspectives.
2. Work independently and in groups on a range of interdisciplinary cases while demonstrating inclusivity, accountability, responsibility, peer support, and leadership.
3. Plan and conduct independent research that integrates disciplinary knowledge from the fine arts, humanities, social sciences, and the sciences.
4. Synthesize and present specialized knowledge, arguments and analyses accurately and appropriately for the target audience, using a variety of communication methods.
5. Formulate innovative solutions to complex problems that involve interdisciplinary connections, thereby demonstrating critical, analytic and creative thinking.
6. Explain the ways in which academic knowledge can be mobilized to remedy problems in society.
7. Evaluate how knowledge is context specific, reflect on its limitations and misuses, and assess how these limitations influence analyses, interpretation, and worldviews.

5 Teaching and Learning Activities

5.1 Lecture

Mon & Wed 8:30AM-9:20AM

Topics:

Lectures will be pre-recorded videos which will be available on the day of class, possibly earlier in the week. You can watch these videos anytime that week: during class time, earlier in the day/week, or later in the day/week before the weekly quiz. The Schedule of Topics & Readings is available on Courselink under "Content". There will be a weekly quiz to ensure that you have watched the video and done the readings. Because

the lectures are pre-recorded, the instructor is available to meet with students on Zoom during the regularly scheduled class time (Mon & Wed 8:30AM-9:20AM), and will attend tutorials to join the discussion.

5.2 Seminar

Topics:

You are expected to attend the weekly 50-minute seminar/tutorial group to which you have been assigned (Mon 10:30, Tues 1:30, or Wed 3:30). These tutorials give you a chance to discuss the material with other students in small groups, which is where you really get more opportunity to dive into it and apply it. These are the only "live" space with synchronous activity for interaction. The instructor and your TA will join for these discussions and rotate between groups, to help with the discussion. These sessions will be recorded for later review. Participation in tutorial discussions will be graded and is worth 10% of your final grade.

6 Assessments

6.1 Assessment Details

Participation in Discussions in Tutorial (10%)

Date: in weekly tutorial sections

The tutorials offer you a chance to discuss the course issues in a more "conversant" style. This is also a good opportunity to share your insight and comments. More information about the format of the tutorials is available on a separate handout (see Content), including the topics and a rubric for participation grades. Each week will discuss the readings & lectures from the *previous* week, e.g., tutorials in Week 2 (Jan 17-23) will discuss material from Week 1 (Jan 10-16); the first week of tutorials is just introduction. Everyone is expected to attend their assigned tutorial section and discuss in a respectful manner, e.g., framing disagreements in a constructive fashion.

Weekly quizzes on readings & lecture videos (20%)

Date: on Courselink "Quizzes" tab

Each week, there will be a short quiz (e.g., 15-30 min) on the material from the lecture videos and readings. You can complete this quiz at any time during the week before midnight on Sunday, e.g., the quiz for week 1 (Jan 10-16) is available anytime up until 11:59PM on Sunday Jan 16. Students are expected to complete the quizzes alone, without discussing the quizzes with other class members. Quizzes will be open book: you are

allowed to have your class notes, readings, or any other material except other people or the internet. Be warned: because the quizzes are open book, you will need to know the material well enough to refer to it and find any information you need - you won't have time to rewatch the lecture videos during the quiz!

Assignment 1 (10%)

Due: Fri, Feb 11, 5:00 PM, Submit in Courselink Dropbox
Individual written assignment #1 on social and psychological forces shaping inquiry. See assignment handout for details (Courselink Content).

Group proposal (5%)

Due: Fri, Mar 4, 5:00 PM, submit in Courselink Dropbox
As a group, you will propose to do research a project that links a scientific topic with the themes of this course. You will get feedback on your proposal, which you can then incorporate for the group podcast & group final written project on the same topic.

Assignment 2 (10%)

Due: Fri, Mar 11, 5:00 PM, Submit in Courselink Dropbox
Individual written assignment #2 on social and psychological forces shaping inquiry. See assignment handout for details (Courselink Content).

Reflection on Arts & Science Conference (5%)

Date: Fri, Mar 18, 5:00 PM
You are to attend at least 3 out of 6 workshops in the Arts & Science Deconstructed Conference on March 7 and March 9. Your task is to reflect on what you have learned and how you can apply it to your university career. We are looking for evidence of real reflection and insight: the more specific and concrete you are, the better you will do.

Group Podcast (10%)

Due: Fri, Mar 25, 5:00 PM, Courselink Dropbox
You will work in a group to create a podcast on a topic that links a scientific topic with the themes of this course. This will be the same project that you proposed in your group proposal. See the handout on Courselink for details.

Final Group Project (10%)

Due: Fri, Apr 8, 5:00 PM, submit in Courselink Dropbox
In a group, you will write a written project on a topic that links a scientific topic with the themes of this course. This will be the same project that you proposed in your group proposal and did your group podcast on. See the handout on Courselink for details.

Final Exam (15%)

Date: Thu, Apr 21, 11:30 AM - 1:30 PM, Courselink Quizzes
Final exam covering all course lectures and readings. The exam is scheduled by the registrar, and is currently set for Thurs April 21st 11:30AM-1:30PM, but you must check WebAdvisor for updates to that. The final exam will be open book: you are allowed to have your class notes, readings, or any other material except other people or the internet. Be warned: because the quizzes are open book, you will need to know the material well enough to refer to it and find any information you need - you won't have time to rewatch the lecture videos during the exam! Organized notes are highly recommended.

Reflection on Course & Learning (5%)

Date: Fri, Apr 22, 5:00 PM

Your task is to reflect on what you have learned in this course, and how you can apply that to the rest of your university career and/or life outside of school. We are looking for evidence of real reflection and insight: the more specific and concrete you are, the better you will do.

7 Course Statements

7.1 Grading Policies

Assignments should be submitted on Courselink by the deadlines listed above. Late assignments will be penalized 20% per day or portion thereof without prior written agreement by the instructor. For participation grades, if you must miss a week, please let your TA know so they can reweight participation to the other weeks. There are no extensions for the quizzes: do each quiz during the week, well before the Sunday night deadline, just in case you become unable to complete it on the weekend. For group assignments, it is sufficient for one person to submit it on behalf of the group, but it's advisable to submit more than one copy in case that one person becomes unable to submit it - make sure it's the same version, because we will only grade the first one we encounter

7.2 Regrade Policy

We are happy to offer re-grades for any quiz or assignment if you feel that you have been misinterpreted or graded unfairly. After all, graders are human too and can make errors. All requests for a re-grade **MUST** be submitted to the instructor *in writing* (e.g., e-mail) along with a rationale justifying why you deserve a higher grade. We will not entertain verbal requests, only written requests accompanied by the TA's feedback. This takes the emotion out of the process and makes it so that you are evaluated based on what is written on the paper. The instructor (Pat Barclay) will re-grade the *entire* quiz or assignment, not just one particular question, and the new *total* grade will stand whether it is higher or lower than the original grade for the quiz/assignment. **This means that your quiz grade could go up or down after a regrade attempt, depending on whether the instructor's assessment of the whole work is more or less favourable than the TA's assessment.** As such, I would advise against using this option to "dig" for extra points unless you legitimately feel that you have been misinterpreted or unjustly graded. I am open to the possibility of a mistake having been made - we are all human - but we must all accept the possibility that the net sum of mistakes could have worked against you or in your favour. If you **do** legitimately feel that you have been misinterpreted or that we missed your point or graded it too harshly, then by all means submit your rationale for a re-grade. Additional errors do not require a written justification... simply point those out to us. For regrades on group projects, I will require written notice from each group member that you want a regrade - I will not regrade a group project without unanimous approval from all group member, because everyone's grade could go either up or down, depending on whether my assigned grade is higher or lower than the TA's grade.

7.3 Course Policy on Group Work

The group projects (proposal, podcast, final written assignment) are explicitly meant to be done as groups. However, all other components must be done individually: quizzes, individual written assignments, reflections, and the final exams must be completed alone. *Studying*

together is strongly encouraged: it's a good idea to practice explaining things to other students and getting them to criticize your explanations. Generate applications, predictions, and new studies together. However, you must *complete* these items yourself.

7.4 Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

7.5 Course Honour Code of Conduct

To ensure fairness and integrity, **all students participating in this course must agree to abide by the following** code of conduct:

Remote learning course websites may include both synchronous and asynchronous interactions and have the same protections, expectations, guidelines, and regulations used in face-to-face settings. Here you will find a list of guidelines and expectations for the remote learning environment.

To get the most out of your remote delivery class, observe the following:

- Be respectful of your instructors and peers in the online synchronous and asynchronous class environment.
- Avoid the use of offensive language and inappropriate jokes to keep the

environment positive for all.

- Refrain from making inflammatory, disrespectful, or discriminatory comments about your instructors, TA or peers within the remote learning environment, external sites, or social media.
- Take advantage of the mute button in synchronous classes and only unmute yourself when necessary.
- During synchronous lectures, keep discussions in the chat and related to the course material.
- Let your professor know if you need more explanation about something put a comment about it in the chat requesting further clarification.
- Be mindful of both your own and others' personal information; if you are recording materials presented synchronously, ensure all participants are aware.
- Posts to the discussion board should be on-topic and not promoting profit-driven products and services.
- Proofread your work before submitting it; this includes any posts and assignments to Dropbox. The use of correct English counts.
- Use citations or references in your work to indicate when you are referencing another person's work.
- Submit work that is your own and do not copy from fellow students or purchase written papers online.
- Be honest about the completion of quizzes and assessments. If you run into technical difficulties on a quiz or when submitting an assignment, reach out to CourseLink Support for assistance.
- If you disagree with a grade you received, find time to have a conversation with your instructor or TA about it.
- Use clear and concise language when communicating. Internet communication often leads to misunderstanding since we do not have the benefit of physical presence.
- Course materials provided within CourseLink should not be posted elsewhere without the permission of the instructor.
- Do not post or sell course materials and notes to course notes websites.
- Do not share your username and password with another student.

Some behaviours that are not tolerated, but not limited to, include:

- Threatening or harassing a student or instructor online.
- Having someone else complete your quiz or other assessments, or you complete a quiz or other assessment for (or with) another student, unless required to do so as **group work**.
- Attempting to compromise the security or functionality of the CourseLink learning environment.

It's simple; it's straightforward: it is expected that you will behave honourably, appropriately, and with academic integrity (regardless of the course being held remotely).

BY ENROLLING AND PARTICIPATING IN THIS COURSE, YOU AGREE TO FOLLOW ALL OF THE ABOVE IN THE HONOUR CODE OF CONDUCT

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are

available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 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.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

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

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

8.11 Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.
