Instructor: Dr. Claudia J. Stanny

Office (Psychology): Bldg 41 / Room 214
Phone (Psychology): 474-3163
Office (CUTLA): Bldg 78 / Room 122
Phone (CUTLA): 857-6355

Office Hours: By appointment
E-mail: cstanny@uwf.edu
Web Site: http://uwf.edu/cstanny/website/index.htm

Class Meets: 2:30 - 5:15 PM Tuesday Room 201 / Bldg 11

Required Text:


Readings Sets (organized by topic)

NOTE: All journal articles are available online as full text files in the UWF library data bases. Citations include the digital object identifier (doi) that is part of the new (6th edition) citation format for APA style. The doi should assist you in locating these articles in the UWF library full text data bases.

Readings that are chapters in books will be made available as PDF files in electronic reserve at the library.

Reading Set A: Historical Overviews and Developments (January 19)

Reading Set B: Bounded Rationality (February 16)
Reading Set C: Applications of Heuristics (February 23)


Reading Set D: Debiasing (March 2)


Reading Set E: Naturalistic Decision Making (March 16)


Reading Set F: Emotion and Decision Making (System 1 and System 2) (March 23)


doi: 10.1016/j.tics.2006.01.009


**Reading Set G: Nature of Expertise (March 23)**


**Reading Set H: Development of Expertise**


**Reading Set I: Consequences of Expertise for Decision Making**


**Reading Set J: Medical Decision Making**


Course Description
This course will survey current theories of human judgment and decision making. Students will be introduced to both normative models of decision making (based in statistics, philosophy, psychology, and economics) and descriptive models of decision making (based on research in cognitive psychology and social psychology). The role of expertise in judgment and decision making will also be discussed. The course will include discussion of judgment and decision making under a variety of conditions of uncertainty, including aviation, diagnosis and treatment decisions in clinical psychology and medicine, forecasting, risk assessment, and evaluation of eyewitnesses and jury decisions.

Student Learning Outcomes
At the end of this course, a successful student will be able to:
- Describe the theoretical models of judgment and decision making (JDM)
- Describe and compare normative and descriptive models of JDM.
- Evaluate the empirical evidence used to support (and discount) models of JDM.
- Identify and describe the use and consequences of heuristics and biases in decision making.
- Describe naturalistic decision making models and compare these to normative models.
- Discuss the concept of risk and how estimates of risk influence decision making.
- Describe the differences between expert and novice decision makers in terms of knowledge and information processing strategies.
- Describe the development of expertise in decision making.
- Develop a detailed knowledge and understanding of theory and empirical data concerning decision making within a specific domain of knowledge.

Course Structure
The course is organized as a seminar. You will be expected to participate actively in class discussion during each meeting. Preparation for in-class discussion by reading assigned materials before class is essential. The course is divided into two sections. The first section will consist primarily of an overview of the theories and literature on judgment and decision making in general. The second section focuses on research questions, methodology, and empirical findings on a specialized topic in judgment and decision making. This semester the specialized topic is the expertise. We will discuss how expertise is defined and measures, the influence of expertise on judgment and decision making, and how individuals develop expertise within a domain.

Evaluation and Grading
Final grades will be determined by performance on three take-home essay exams and class participation. Rubrics that describe how your work on these elements will be evaluated are available on my web site.

Take-home essay exams will consist of 4-6 questions. You may use your books, class notes, and other print sources to prepare your answers. You may not consult with any other student of faculty member when preparing your responses. You will be asked to attest to your adherence to
this policy on the cover sheet of your exam answers. Exam essays must be submitted to me either electronically or in hard copy **no later than 5:00 PM** on the due date for the exam.

**Format for essay exams.** Prepare a cover page for your exam with your name, exam information (e.g., Essay Exam 1), class information (EXP 5575, Fall 2006), and a statement that you have adhered to the restriction to use only your books, class notes, and other print sources when preparing your answers. All answers should be typed, double-spaced, using 1 inch margins and 10-12 point font. Use a unique header that is not your name and not a header that other students might also select (like Exam 1) on all pages of your exam. This will ensure that I can keep all parts of an exam together during printing (if you send your exam electronically) without putting a personal identifier on each page. (I prefer to read answers without easily seeing the name of the author.) You need not answer the questions in the order asked, but your answers should appear in your final submission in the same order as the questions in the exam. Clearly identify the question number at the beginning of each response. (You do not need to reproduce the question itself.)

Responses for questions worth 5 points should be no longer than 3 pages. Responses for questions worth 10 points should be no longer than 5 pages. Please consult the rubric that will be used to evaluate exam essays when writing your answers and use this as a guide to self-evaluate the completeness of your answers.

**NOTE:** Page limits are **upper limits** for responses. You are not required to write a response of the maximum length to earn full credit. A clear, concise answer might be written that does not require the maximum page allowance.

**Grading**
Grades will be based on three take-home essay exams and class participation. These will be weighted as follows:

<table>
<thead>
<tr>
<th>Take-Home Exams (3)</th>
<th>30% (each exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:

- 93% or better  A  77% to 79%  C+
- 90% to 92%  A-  73% to 76%  C
- 87% to 89%  B+  70% to 72%  C-
- 83% to 86%  B  60% to 69%  D
- 80% to 82%  B-  50% or less  F

**UNIVERSITY POLICY ON ACADEMIC CONDUCT**
Honesty in our academic work is vital, and we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. (UWF Student Handbook).

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF
Student Handbook for a list of behaviors that fall under the definition of academic misconduct. The Handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed. (You may access the current Student Code of Conduct at http://www.uwf.edu/judicialaffairs. This site also houses the new Academic Misconduct Policy that went into effect on August 27, 2007.)

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS
Students with a documented disability who require specific examination or course related academic accommodations should contact the Student Disability Resource Center (SDRC) by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. SDRC will provide the student with a letter for the instructor that will specify recommended accommodations for individual students.

WEATHER AND OTHER EMERGENCY INFORMATION
In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM (88.1MHz), the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast. In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:
Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm
Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topics / Exams</th>
<th>Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Course Mechanics Overview and theoretical background for JDM in sensory processing and cognition</td>
<td>Plous: Ch 1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Historical overview and recent developments</td>
<td>Reading Set A</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Contextual and social influences on JDM</td>
<td>Plous: Ch 5, 6, 17, &amp; 18</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Normative &amp; descriptive models of decision making</td>
<td>Plous: Ch 7, 8, &amp; 9</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Heuristics &amp; biases as irrational cognition</td>
<td>Plous: Ch 10, 11, 12, 13, 14, 15, &amp; 16</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Heuristics &amp; biases as bounded rationality</td>
<td>Reading Set B</td>
</tr>
<tr>
<td></td>
<td><strong>Distribute Take-Home Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Take-Home Exam 1 Due (5:00 PM)</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>Applications of heuristics</td>
<td>Reading Set C</td>
</tr>
<tr>
<td>March 2</td>
<td>Decision traps and debiasing</td>
<td>Plous: Ch 19, 20, &amp; 21</td>
</tr>
<tr>
<td></td>
<td><strong>Reading Set D</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break: March 8 – March 12</strong></td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Naturalistic decision making</td>
<td>Reading Set E</td>
</tr>
<tr>
<td>March 23</td>
<td>Emotion and decision making (System 1 and System 2)</td>
<td>Reading Set F</td>
</tr>
<tr>
<td></td>
<td><strong>Distribute Take-Home Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>March 29</td>
<td>Take-Home Exam 2 Due (5:00 PM)</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Nature of expertise</td>
<td>Reading Set G</td>
</tr>
<tr>
<td>April 6</td>
<td>Development of expertise</td>
<td>Reading Set H</td>
</tr>
<tr>
<td>April 13</td>
<td>Consequences of expertise for JDM</td>
<td>Reading Set I</td>
</tr>
<tr>
<td>April 20</td>
<td>Application: Medical decision making</td>
<td>Reading Set J</td>
</tr>
<tr>
<td></td>
<td><strong>Distribute Take-Home Exam 3</strong></td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Final Exam Week</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Take-Home Exam 3 Due (5:00 PM)</strong></td>
<td></td>
</tr>
</tbody>
</table>