

Memory in the Age of Misinformation

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Seminar Meetings

Tuesdays 9:30am-12:20pm PST

Office Hours

Mondays 12-1pm PST & by appointment

Class Zoom link

Course Description	Navigating this Syllabus
Inaccurate information spread rapidly via the internet can alter our beliefs, influence policy makers, threaten democratic institutions, and even divide us on what is “fact.” This course will explore why we are so susceptible to misinformation and what we can do to resist it.	<p>p. 1 Course Description</p> <p>p. 2 Course Promises</p> <p>p. 3 Grading</p> <p>p. 4-11 Course Outline</p> <p>p. 12-14 Policies + Resources</p>

My Teaching Philosophy	You Can Expect Me To:
My teaching mission centers on fostering students’ personal and scholarly growth. Such progress requires students to feel valued and supported; therefore, I cultivate an atmosphere of compassion and respect in my classes. I also seek to empower students to be effective lifelong learners and regularly use evidence-based learning practices (e.g., active learning, collaborative learning) in my courses.	<p>→ Model and promote empathy, compassion, and respect for the gender, ethnic, religious, cultural, and learning diversity of students.</p> <p>→ To define and communicate learning expectations to students.</p> <p>→ Design meaningful assignments that adequately cover the material, meet the course promises of the class, and are intellectually challenging.</p> <p>→ Be cognizant of the importance of school-life balance.</p> <p>→ Do my best to reply to emails within 48 hours.</p>

Office Hours
I welcome all students, questions, and discussions at office hours. If the time of my office hour doesn’t fit your schedule and you want to meet, just let me know and we can set up a 20-min. appointment. I’ve set aside these hours for you, so don’t worry about interrupting me, and definitely don’t worry if you want to talk about something “off topic,” or if you aren’t sure exactly what you want to touch base about.

Course Promises: What will you be able to do by the end of this course?	
Learning How to Learn	Foundational Knowledge
<p>→ Use evidence-based strategies to support durable and flexible learning.</p> <p>→ Appreciate that difficulty and effort often support long-term learning.</p> <p>→ Utilize pre-writing, outlining, and drafting effectively during the writing process.</p>	<p>→ Identify aspects of the learning situation and to-be-learned material that enhance long-term retention of information.</p> <p>→ Describe the historical context of the current era of misinformation.</p>
Caring	Human Dimension
<p>→ Consider the technological, societal, and cognitive contributors to reliance on inaccurate information.</p> <p>→ Appreciate how differences in beliefs, cognitive style, and education lead people to engage with information in distinctive ways.</p> <p>→ Challenge your existing assumptions about who “falls for” inaccurate information.</p>	<p>→ Engage critically with information from traditional news organizations and social media.</p> <p>→ Describe the societal, political, legal, and educational impact of false information.</p>
Integration	Application
<p>→ Relate foundational principles of memory to the learning of inaccurate statements.</p> <p>→ Articulate the connections between knowledge, attitudes, and beliefs.</p>	<p>→ Carefully evaluate peer-reviewed psychological research.</p> <p>→ Identify strengths and weaknesses of news reporting on scientific research.</p> <p>→ Construct a novel, specific, and testable research question regarding use of misinformation.</p>

Grading		
Illusory Truth Mini-Paper	10%	Participation (25%) There are many ways to earn participation credit, including (but not limited to): <ul style="list-style-type: none"> ● Speaking up in class ● Typing in the chat ● Asking questions ● Entry and exit tickets ● Contributing to class Google doc ● Breakout room activities ● Attending office hours
Group Debate	5%	
Final Grant Proposal	25%	
Grant Proposal Presentation	5%	
Weekly Reflections	27%	
Mini-Assignments	3%	

Major Assignment Descriptions

Illusory Truth Mini-Paper

You will have the opportunity to explore the illusory truth effect in this brief research paper, as well as reflect on the implications of the illusory truth effect for individuals, (social) media, and society.

Group Debates

During Week 4, you will form a “debate team” with four other classmates and persuade the class to side with your position using the resources provided in the syllabus. For the other debate, you will serve as an audience member and “vote” for the side you are most persuaded by!

Weekly Reflections

Each week, you will write a short reflection inspired by class activities or assigned materials. These brief reflections (1 pg max, double-spaced) are intended to encourage you to engage deeply with course content. *The emphasis of these writings are on your own ideas and personal encounters with the course material.* Accordingly, bullet points, grammatical errors, typos, and other markers of “rough draft” writing are happily accepted in these reflections. Your lowest scoring reflection will also be dropped!

Final Grant Proposal and Presentation

For your final project in this course, you will propose an intervention that you believe could reduce the use of inaccurate information. You will write this persuasive proposal to a funding source of your choice, center your proposed project on a specific and testable research question, and use scholarly sources to motivate your research question. You will also get to present a short funding pitch to the class during the final seminar meeting of the quarter.

Course Outline

Week 1 (March 30th)	
<p>Prior to class read:</p>  <p>Veronica Yan</p>	<ol style="list-style-type: none"> 1. Bjork, R. A., & Bjork, E. L. A new theory of disuse and an old theory of stimulus fluctuation. <ol style="list-style-type: none"> a. Read ONLY the section titled “Assumptions of the Theory” pgs. 42-44. 2. Yan, V. GUEST POST: Retrieval Strength vs. Storage Strength. https://www.learningscientists.org/blog/2016/5/10-1 3. Lamott, A. Shitty first drafts. <i>Bird by Bird</i>.
Due at the start of class:	Nothing!
Question of the Week:	Why don't how we <i>think</i> we learn and how we <i>actually</i> learn always match up?
Research Skill:	How to find sources online
Assigned:	Reflection #1: <i>What do you consider your most important sources of information in everyday life? Why? What do you learn from them?</i> DUE: Start of class, Week 2 Pre-Course Survey DUE: Start of class, Week 2

Week 2 (April 6th)	
<p>Prior to class read:</p>  <p>Elizabeth Loftus</p>  <p>Amy Mitchell</p>	<ol style="list-style-type: none"> 1. Hovland, C. I., & Weiss, W. The influence of source credibility on communication effectiveness. 2. Loftus, E. How reliable is your memory? <i>TEDx</i>. https://youtu.be/PB2Oegl6wvI <ol style="list-style-type: none"> a. NOTE: This TEDx talk discusses sexual assault, child abuse, and body image/weight. Please see the resources at the bottom of the document or reach out to me if you have any concerns about engaging with this content. 3. PAGE 1 ONLY: Jurkowitz, M., Mitchell, A., Shearer, E., & Walker, M. U.S. media polarization and the 2020 election: A nation divided. https://www.journalism.org/2020/01/24/u-s-media-polarization-and-the-2020-election-a-nation-divided/

Due at the start of class:	Reflection #1
Question of the Week:	How do we decide what is true?
Research Skill:	How to carefully read a scientific article
Assigned:	<ol style="list-style-type: none"> 1. Reflection #2: <i>When confronted with information in daily life, how do you decide whether or not it is true? Do you always make this careful evaluation of truthfulness? If not, how does your tendency to make this evaluation change in different situations?</i> <ol style="list-style-type: none"> a. DUE: Start of class, Week 3 2. Week 4 Debates

Week 3 (April 13th)	
Prior to class read:  David Rapp  Lisa Fazio	<ol style="list-style-type: none"> 1. Rapp, D. N., & Salovich N. A. Can't we just disregard fake news? The consequences of exposure to inaccurate information. 2. Resnick, B. The science behind why fake news is so hard to wipe out. https://www.vox.com/science-and-health/2017/10/5/16410912/illusory-truth-fake-news-las-vegas-google-facebook 3. Fazio, L. K., Brashier, N. M., Payne, K. B., & Marsh, E. J. Knowledge does not protect against illusory truth.
Due at the start of class:	Reflection #2
Question of the Week:	Why do we fall for inaccurate information?
Research Skill:	How to conduct a literature review
Assigned:	<ol style="list-style-type: none"> 1. Weekly Reflection #3: <i>What are your group's main arguments for your side of the debate? What will be your role in the debate?</i> <ol style="list-style-type: none"> a. DUE: Start of class, Week 4 2. Illusory truth mini-paper <ol style="list-style-type: none"> a. DUE: Start of class, Week 5

Week 4 (April 20th)

Divide readings between debate team members!:



Brendan Nyhan



Gordon Pennycook



Silvia Knobloch-Westerwick



Naomi Oreskes

Debate #1: People fall for inaccurate information because they are cognitively lazy, not because they are motivated to believe that information.

1. Knobloch-Westerwick, S., Moths, C., & Polavin, N. Confirmation bias, ingroup bias, and negativity bias in selective exposure to political information.
2. Kahan, D. M., Peters, E., Wittlin, M., Slovic, P., Ouellette, L. L., Braman, D., & Mandel, G. N. The polarizing impact of science literacy and numeracy on perceived climate change risks.
3. Flynn, D. J., Nyhan, B., & Reifler, J. The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics.
4. Pennycook, G., & Rand, D. G. Why do people fall for fake news? Are they blinded by their political passions? Or are they just intellectually lazy? <https://www.nytimes.com/2019/01/19/opinion/sunday/fake-news.html>
5. Pennycook, G., & Rand, D. G. Who falls for fake news? The roles of bullshit receptivity, overclaiming, familiarity, and analytic thinking.
6. Bago, B., Rand, D. G., & Pennycook, G. BRIEF REPORT: Fake news, fast and slow: Deliberation reduces belief in false (but not true) news headlines.

Debate #2: Social media companies are to blame for widespread belief in false information.

1. Ardia, D., Ringel, E., Smith Ekstrand, V., & Fox, A. (2020). Addressing the decline of local news, rise of platforms, and spread of mis- and disinformation online: A summary of current research and policy proposals. <https://citap.unc.edu/local-news-platforms-mis-disinformation/#part-1>
2. Allen, J., Howland, B., Mobius, M., Rothschild, D., & Watts, D. J. Evaluating the fake news problem at the scale of the information ecosystem.
3. Oreskes, N., & Conway, E. M. (2010). OPINION: Defeating the merchants of doubt.



Jennifer Allen



Walter Quattrocchi

4. Menczer, F., & Hills, T. Information overload helps fake news spread, and social media knows it. <https://www.scientificamerican.com/article/information-overload-helps-fake-news-spread-and-social-media-knows-it/>
5. Bridgman, A., Loewen, P. J., Ruths, D., Zhilin, O., Merkley, E., Owen, T., & Teichmann, L. The causes and consequences of COVID-19 misperceptions: Understanding the role of news and social media. <https://misinforeview.hks.harvard.edu/article/the-causes-and-consequences-of-covid-19-misperceptions-understanding-the-role-of-news-and-social-media/>
6. Del Vicario, M., Bessi, A., Zollo, F., Petroni, F., Scala, A., Caldarelli, G., Stanley, H. E., & Quattrocchi, W. The spreading of misinformation online.

Due at the start of class:

Reflection #3

Question of the Week:

What are some of the current debates surrounding inaccurate information use?

Research Skill:

How to challenge scientific ideas

Assigned:

Reflection #4: *What were your big takeaways from the other topic's debate? Which arguments did you find most persuasive?*

Week 5 (April 27th)

Prior to class read:



Mutale Nkonde



Nsikan Akpan

1. Heddy, B. C., Danielson, R. W., Sinatra, G. M., & Graham, J. Modifying knowledge, emotions, and attitudes regarding genetically modified foods.
2. Nkonde, M., Cortana, L., King, S., Martinez, N., Lewis, A., Rodriguez, M. Y., ... Malik, M. M. Disinformation creep: ADOS and the strategic weaponization of breaking news. <https://misinforeview.hks.harvard.edu/article/disinformation-creep-ados-and-the-strategic-weaponization-of-breaking-news/>

	<p>3. Akpan, N. The very real consequences of fake news stories and why your brain can't ignore them. https://www.pbs.org/newshour/science/real-consequences-fake-news-stories-brain-cant-ignore</p>
Due at the start of class:	<p>1. Illusory truth mini-paper 2. Reflection #4</p>
Question of the Week:	Why should we care about inaccurate information?
Research Skill:	How to develop a research question
Assigned:	<p>1. Reflection #5: <i>Has there ever been a time when you did not fall for false information? What was the source of that information? What do you believe led you to reject that information?</i> a. DUE: Start of class, Week 6</p> <p>2. Write TWO questions for our guest speaker, Nikita, about her article (will serve as your entry ticket at the start of class) a. DUE: Start of class, Week 6</p>

Week 6 (May 4th)	
<p>Prior to class read:</p>  <p>Nikita Salovich</p>	<p>1. Salovich, N. A., & Rapp, D. N. Misinformed and unaware? Metacognition and the influence of inaccurate information.</p> <p>2. Hinze, S. R., Slaten, D. G., Horton, W. S., Jenkins, R., & Rapp, D. N. Pilgrims sailing the Titanic: Plausibility effects on memory for misinformation.</p> <p>3. DrFakenstein. Full House of Mustaches. https://www.youtube.com/watch?v=aUphMqs1vFw</p>
Due at the start of class:	<p>1. Reflection #5 2. Questions for Nikita</p>
Question of the Week:	When do we reject inaccurate information?
Research Skill:	How to test a research question
Assigned:	<p>Reflection #6: <i>Find a real-world example of pre-bunking, inoculation, warnings, or fact-checking. In what ways is it effective? In what ways could it be improved?</i> DUE: Start of class, Week 7</p>

Week 7 (May 11th)	
<p>Prior to class read:</p>  <p>Ayanna Thomas</p>  <p>Sander van der Linden</p>	<ol style="list-style-type: none"> 1. Karanian, J. M., Rabb, N., Wulff, A. N., Torrance, M. G., Thomas, A. K., & Race, E. Protecting memory from misinformation: Warnings modulate cortical reinstatement during memory retrieval. 2. Maertens, R., Roozenbeek, J., Basol, M., & van der Linden, S. Long-term effectiveness of inoculation against misinformation: Three longitudinal experiments. 3. Bond, S. Twitter effort to quell misinformation calls on users to fact-check tweets. https://www.npr.org/2021/02/10/966199601/twitter-effort-to-quell-misinformation-calls-on-users-to-fact-check-tweets <ol style="list-style-type: none"> a. NOTE: You can listen to the episode at the top of the page AND/OR read the transcript of the episode below
Due at the start of class:	Reflection #6
Question of the Week:	Can we encourage people to reject inaccurate information?
Research Skill	How to find funding opportunities for research
Assigned:	<ol style="list-style-type: none"> 1. Reflection #7: <i>People often state that our memories get worse as we age. In what ways is that statement accurate? In what ways may that statement not be entirely true?</i> <ol style="list-style-type: none"> a. DUE: Start of class, Week 8 2. Grant Proposal Final Project <ol style="list-style-type: none"> a. Outline due start of class, Week 9 b. Rough Draft due start of class, Week 10 c. Funding pitch during class, Week 10 d. Final draft due Tuesday of Finals Week at 11:59PM PST

Week 8 (May 18th)	
Prior to class read:  Alan Castel	<ol style="list-style-type: none"> 1. Brashier, N. M., & Schacter, D. L. (2020). Aging in an era of fake news. 2. Mather, M., & Carstensen, L. L. (2005). Aging and motivated cognition: The positivity effect in attention and memory. 3. Castel, A. D. (2018). How we learn as we age. https://www.youtube.com/watch?v=g5jUjOr7G8M
Due at the start of class:	Reflection #7
Question of the Week:	Does learning change as we age?
Research Skill:	How to write a persuasive grant proposal
Assigned:	<ol style="list-style-type: none"> 1. Reflection #8: <i>What stereotypes do you hold about people who believe in conspiracy theories? Have your stereotypes ever been challenged? How?</i> <ol style="list-style-type: none"> a. DUE: Start of class, Week 9 2. Write TWO questions for our guest speaker, Hunter, about his article (will serve as your entry ticket at the start of class) <ol style="list-style-type: none"> a. DUE: Start of class, Week 9

Week 9 (May 25th)	
Prior to class read:  Hunter Priniski  Bastille	<ol style="list-style-type: none"> 1. Wood, M. J., Douglas, K. M., & Sutton, R. M. Dead and alive: Beliefs in contradictory conspiracy theories. 2. Bastille. "Doom Days." <i>YouTube</i>. https://www.youtube.com/watch?v=IOX30Chr4JY <ol style="list-style-type: none"> a. NOTE: The video does have some strobing lights, so you can stream audio only instead 3. Priniski, J. H., McClay, M., & Holyoak, K. J. (2021). Rise of QAnon: A mental model of good and evil stews in an echochamber.
Due at the start of class:	<ol style="list-style-type: none"> 1. Reflection #9 2. Outline of grant proposal

	3. Questions for Hunter
Question of the Week:	What are the consequences of presenting information in misleading ways?
Research Skill:	How to evaluate a grant proposal
Assigned:	Reflection #9: <i>Which aspects of your grant proposal would you most like to receive feedback on?</i> DUE: Start of Class, Week 10

Week 10 (June 1st)	
Prior to class watch: 	1. University of California Grad Slam Finalists (2019) https://gradslam.universityofcalifornia.edu/past-winners/grad-slam-2019/ a. Watch at least 3 different talks for inspiration
Due at the start of class:	Reflection #9
Question of the Week:	What is the future of research on inaccurate information?
Research Skill:	How to communicate science to a broad audience
Assigned:	1. Reflection #10: <i>A year from now, what do you think you will remember from this course? What are some topics we discussed in this class that you hope to learn more about during your career at UCLA?</i> a. DUE: Sunday, June 6th at 11:59pm 2. Sign up for a 15 minute appointment with me to discuss feedback on your rough draft using the list of times on the class Google doc.

Finals Week
1. Reflection #10: DUE Sunday, June 6th at 11:59pm 2. Grant Proposal (Final Version): DUE Tuesday, June 8th at 11:59pm

Important Policies

Academic integrity: You will be held accountable in accordance with, and to the full extent of, the Student Conduct Code. Academic dishonesty, including, but not limited to, cheating or plagiarism, is a serious violation of UCLA's code of student conduct (<https://www.deanofstudents.ucla.edu/Individual-Student-Code#academicdis7>). Any act of academic dishonesty will be reported to the Dean of Students' Office for adjudication.

Accommodations: If you wish to request an accommodation, such as extra time on an exam, please contact the Center for Accessible Education as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: <http://www.cae.ucla.edu>.

Policy on children during class activities: Infants and children are welcome to be with you as you are engaging with virtual lectures and participating in class activities. Please remember to mute your microphone in order to minimize class disruptions. Our course environment is respectful of all forms of diversity, including diversity in parenting status. You may of course have children with you during both virtual lectures and group meetings. Especially during the latter, if your little one needs special attention, please remember to mute your microphone in order to minimize disruption. I understand that the potential closing of childcare and schools are now the largest barrier to completing your coursework once you become a parent; the need to provide constant care is exacerbated by tiredness once children have finally gone to sleep. While I maintain the same high expectations for all students in my classes regardless of their parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Recording: I do not consent to being recorded during class time without my permission. Taking screenshots, pictures, videos, or audio recordings of me and/or other students in the course without consent is prohibited in this course. Any violation of this course policy will result in a referral to the Dean of Students Office.

Resources

Mental health As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, depression, substance abuse problems, difficulty concentrating, 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. UCLA 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, consider utilizing the confidential mental health services available on campus. I encourage you to

reach out to the Counseling Center for support; an on campus counselor or after-hours clinician is available 24/7: www.counseling.ucla.edu 310-825-0768 (24 hour line).

Students with disabilities Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE). When possible, please contact the center within the first two weeks of the term, as reasonable notice is needed to coordinate accommodations. www.cae.ucla.edu 310-825-1501

Sexual harassment or violence Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, there are several reporting and support options. First, my (virtual) door is always open to you. That being said, the support I provide is not confidential: as an instructor, should I become aware that you or other student has experienced sexual harassment or violence, I am required to inform the Title IX Coordinator under the UC Policy on Sexual Violence and Sexual Harassment. You can also report directly to the University's Title IX Coordinator: titleix@conet.ucla.edu Second, confidential support and advocacy is offered by the CARE Advocacy Office for Sexual and Gender-Based Violence: www.careprogram.ucla.edu/request-an-appointment advocate@careprogram.ucla.edu 310-206-2465 Adjusting to remote instruction UCLA provides this resource for information about meeting the challenges posted by remote instruction: <https://www.teaching.ucla.edu/resources/student-remote-learning>

Providing feedback to me I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren't helping. Please communicate with me if there are ways that I can better support student learning.

Personal Problems I understand that sometimes life makes it difficult to focus on schoolwork. If you are having a personal problem that affects your participation in this course, please talk to me to create a plan. Please do not wait until the end of the quarter to share any challenges that have negatively impacted your engagement and academic performance. The sooner we meet, the more options we will have available to us to support your overall academic success. If you are not comfortable speaking with me directly, please utilize the other student resources provided below in order to understand how to best approach success in this course.

Mattress policy: Like a good mattress, class policies are firm but not rock-hard. I realize that individual cases may involve extenuating circumstances that would allow for changing some of these policies. I encourage you to contact me if you have any questions about how your particular case should be treated.

List of Campus Resources and Support Services

- Academic Achievement Program: AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at <http://www.aap.ucla.edu/>
- Academics in the Commons at Covell Commons: (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success www.orl.ucla.edu (click on “academics”)
- Bruin Resource Center: Includes services for transfer students, undocumented students, veterans, and students with dependents. <http://www.brc.ucla.edu/>
- Career Center: Don’t wait until your senior year – visit the career center today! <http://www.career.ucla.edu/>
- Center for Accessible Education (Formerly Office for Students with Disabilities): A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; <http://www.cae.ucla.edu/>
- College Tutorials at Covell Commons: (310) 825-9315 free tutoring for ESL/math & science/composition/and more! www.college.ucla.edu/up/ct/
- Counseling and Psychological Services Wooden Center West: (310) 825-0768 www.caps.ucla.edu
- Dashew Center for International Students and Scholars 106 Bradley Hall: (310) 825- 1681 www.internationalcenter.ucla.edu
- Dean of Students Office; 1206 Murphy Hall: (310) 825-3871; www.deanofstudents.ucla.edu
- Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36: (310) 206- 3628 www.lgbt.ucla.edu
- Letters & Science Counseling Service: A316 Murphy Hall: (310) 825-1965 www.college.ucla.edu
- Library: Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more: <http://www.library.ucla.edu/> 8
- Student Legal Services; A239 Murphy Hall: (310) 825-9894; www.studentlegal.ucla.edu
- UCLAONE.com: UCLA ONE is UCLA’s interactive, online gateway for mentorship, professional networking, peer driven career advice and exclusive job leads. (Similar to LinkedIn for the UCLA community)
- Student Legal Services A239 Murphy Hall: (310) 825-9894 www.studentlegal.ucla.edu

Illusory truth paper (Mini-Paper)

Assignment: "The illusory truth effect"

Due: 9:30am April 27th via CCLE

Components:

In this brief research paper, you will have the opportunity to explain what is the illusory truth effect, what causes the illusory truth effect, and the real-world impact of the illusory truth effect to someone from a non-science background (e.g., a member of the public).

You are welcome to organize this paper however you would like, but make sure to do the following:

- Define the illusory truth effect
- Provide at least one example of a situation in which someone may experience the illusory truth effect
- Describe the psychological basis of the illusory truth effect
- Explain the neural mechanisms of the illusory truth effect (i.e. what processes or parts of the brain help create the illusory truth effect)
- Discuss the implications of the illusory truth effect for:
 - Individuals
 - (Social) Media organizations (e.g., NBC, Facebook) [*can focus on just one*]
 - Society
- Answer **ONE** of the following questions:
 1. Do people of different ages (e.g., children, young adults, older adults) experience the illusory truth effect?
 2. What is one condition that can protect against illusory truth?
 3. Are there individual differences in susceptibility to illusory truth?

We will not cover all of the information you need for this paper in class. Therefore, you are required to include at least **ONE** outside scholarly source from a **peer-reviewed academic journal** in your paper.

Length/Format:

- **Anonymous grading will be used so please only put your Bruin ID at the top!**
- 3-4 pgs (excluding references page; no title page required)
- Times New Roman
- 12 pt font
- Double-spaced
- 1" margins
- Title and Bruin ID at the top (no title page needed)
- APA-style in-text citations and references list
 - You only need to cite sources that you found on your own

OPTIONAL: Response Letter to Feedback

If you would like, you may submit a response letter to my feedback on your paper. This response letter describes my suggestions for improvements to your paper, and then outlines what changes you would make to your initial submission in response to my feedback.

NOTE: You are not actually rewriting your paper! Instead, you are focusing on building your writing *metacognition* (your awareness of your own writing process) by thinking critically about my feedback and how you would incorporate my feedback into an updated draft of your paper.

For example, let's say I left a comment that says *"I felt like this paper was written for an audience with more scientific knowledge than the general public, as you frequently used jargon terms most general audiences would not know."*

In your letter, you could state: *"You commented that I used jargon terms that are inappropriate for general audiences. Looking over my paper, I see that I used the terms "hippocampus" and "EEG" without describing what those are. I would instead have defined hippocampus as "a part of the brain important for transferring information into long-term memory" and "EEG" as "a method of studying electrical activity in the brain."*

You can earn up to 50% of your lost points by submitting a response letter to my feedback.

For example, let's say you earn an 80 / 100. If you submit a response letter, you can earn 10 points back for a final grade of 90 / 100.

Letters that will receive full credit should address my comments with thoughtfulness and by using critical thinking! *This letter is not about responding to my feedback in the "right" way, but about your effort in becoming more aware of your writing decisions and response to others' feedback.*

Feedback on your illusory truth paper will be released by May 4th, and the response letter will be due at the start of class on May 11th.

Rubric	
Total	100 points
Definition of the illusory truth effect	5 points
Example of a situation that may cause illusory truth effect	5 points
Psychological basis of illusory truth	10 points
Neural mechanisms of illusory truth	10 points
Implications of illusory truth effect for:	
Individuals	10 points
(Social) Media companies	10 points
Society	10 points
Answer to Selected Question	15 points
One outside reference	5 points
Formatting + APA Style <ul style="list-style-type: none"> ● Follows formatting guidelines ● APA-style in-text citations and reference list 	5 points
Writing Quality <ul style="list-style-type: none"> ● Logical flow of ideas ● Concise, focused paragraphs ● Mostly free of typos and grammatical errors ● Written for a general audience 	15 points

Group Debates

During Week 4, you will have the opportunity to participate in two debates on timely controversies relating to inaccurate information.

In one debate, you will form a team with four other classmates and attempt to persuade the audience to agree with your side of the debate. For the other debate, you will serve as an active audience member, and will get to question the debating teams about their positions.

Debate Structure

Each debate will follow this format:

- Audience Vote
- Opening Statements (7 min. each)
 - Side 1
 - Side 2
- Break (3 min.)
- Response Statements (5 min. each)
 - Side 1
 - Side 2
- Cross-Examination (5 min. each)
 - Side 1
 - Side 2
- Audience Q&A (7 min. each)
 - Side 2
 - Side 1
- Closing Statements (5 min. each)
 - Side 2
 - Side 1
- Audience Vote

Team Roles

To prepare for the debate, each member of your team will fulfill one of the following roles:

- *Opening Presenter*
 - Gives the opening presentation that establishes your team's position and outlines your main supporting arguments and evidence.
- *Response Presenter*
 - Responds to the other team's opening statement to refute their main points, call into question their evidence, and affirm the strength of your team's position.
- *Cross-Examiner*
 - Questions the other team about their arguments and evidence to highlight the limitations of their presented evidence.
- *Audience Q&A*
 - Answers audience questions about your team's position, supporting arguments, and provided evidence.
- *Closing Presenter*
 - Gives the closing presentation that restates your team's position and main supporting arguments, refutes the other side's arguments, and highlights important information that was brought up after the opening statement.

Preparation

I have listed six readings under Week 4 for each of the debate topics. You only need to read the material for YOUR debate topic. You also don't need to read every single article yourself! In fact, I **highly** recommend that you split the readings with your team members!!

These readings are a helpful starting point as you begin to form your arguments for this debate. You are also welcome to use additional sources to support your arguments!

To facilitate your team effort, I suggest that your team meet outside of class time for ~30 minutes at least ONCE prior to the debates. I also encourage you to utilize platforms designed to support online collaboration, such as Google drive, GroupMe, Slack, Microsoft Teams, etc.

Grading

Grades will be assigned holistically based on your overall participation in the group debates.

5 / 5	<ul style="list-style-type: none">→ Provides an excellent contribution to the team's debate effort→ Fulfills all stated responsibilities of debate role→ Is an active, responsive, and engaged team member→ Provides a high-level, insightful question or comment as an audience member
4 / 5	<ul style="list-style-type: none">→ Provides a strong contribution to the team's debate effort→ Fulfills most of the stated responsibilities of debate role→ Is usually an active, responsive, and engaged team member→ Provides a quality question or comment as an audience member
3 / 5	<ul style="list-style-type: none">→ Provides a solid contribution to the team's debate effort, but does not meet all expectations→ Fulfills some of the stated responsibilities of debate role→ Is sometimes an active, responsive, and engaged team member→ Provides a low-level or basic question or comment as an audience member
2 / 5	<ul style="list-style-type: none">→ Provides some contribution to the team's debate effort that, but does not meet many expectations→ Fulfills one or two of the stated responsibilities of debate role→ Is occasionally an active, responsive, and engaged team member→ Does not provide a comment or question as an audience member
0-1 / 5	<ul style="list-style-type: none">→ Provides almost no contribution to the team's debate effort→ Fulfills one of the stated responsibilities of debate role→ Is rarely an active, responsive, and engaged team member→ Does not provide a comment or question as an audience member

Research Grant Proposal (Final Paper)

Due Dates:

Outline: Week 9 (bring to class)

Rough Draft: Week 10 (bring to class)

Final Draft: Tuesday of Finals Week (submit to Turnitin via CCLE under the Finals Week tab)

Description:

In recent years, the proliferation of inaccurate information (e.g., there was widespread voter fraud in the 2016 election) has dramatically increased. As discussed throughout the course, use of inaccurate information has important implications for individuals, science, and society more broadly.

In this assignment, you will create a grant proposal for a strategy or intervention that you believe has the potential to reduce use of inaccurate information. A grant proposal is a statement of a “big idea” for a research project that you believe is important to fund. Importantly, grant proposals are persuasive--the goal is not only to describe the problem of interest and your proposed solution to it, but also to *convince* the reader to select your project for funding!

Required Components

1. Identify your target funding source. Different projects are of interest to different groups of people. Who would be most interested in your proposed project?
 - a. Below is a list of some of the organizations you could target:
 - i. Private companies (e.g., Facebook, Google)
 - ii. Colleges/Universities (e.g., large public institutions, community colleges)
 - iii. K-12 schools (e.g., elementary schools, high schools)
 - iv. Non-profit organizations (e.g., Red Cross, National Center for Science Education)
 - v. Government-funded foundations (e.g., National Science Foundation, National Institutes of Health)
 - vi. Media organizations (e.g., NBC, The New York Times)
2. Identify your chosen problem/issue you want your proposal to address.
 - a. “Reliance on inaccurate information” is too broad for a single project! Instead, think of a specific aspect of this problem that you could tackle.
3. Motivate why your chosen problem/issue is important.
 - a. Why should your funding source care about this issue? What impact is it currently having on the world?
4. Propose your experimental research intervention.
 - a. What would you like to test out? This should be a **broad** overview of your project.
5. Explain how your intervention can solve your chosen problem.
 - a. Be persuasive. This section is a great place to be **bold** and think big!

Sources

- You may use any sources used in the class.
- You must include **at least 3** outside scholarly sources (review articles and book chapters are acceptable).
- You may include popular press sources (e.g., newspaper articles, blog posts).
- All sources (whether from class or from outside of class) used in your proposal must be cited with APA-style in-text citations and included in your reference list.

Length and Formatting

- 6-7 pgs (excluding title page and references)
- Double-spaced, 12pt Times New Roman font, 1" margins
- APA format

Funding Pitch

During Week 10, you will get to present your grant proposal in the form of a **3-minute, 3-slide maximum** funding pitch!

This funding pitch should be bold, persuasive, and focused on the big picture of your project!

There are many ways to create an effective funding pitch; however, most successful funding pitches will answer the following questions:

1. What is the real-world problem your project will address?
2. Why should we care about this problem?
3. How will your project solve this problem?
4. Why do you believe your project will be successful?

Grant Proposal Rubric	Total: 100 points
Funding source <ul style="list-style-type: none"> • Funding source is clearly identified. • Funding source is an appropriate fit for the proposed project. 	5 points
Chosen problem/issue <ul style="list-style-type: none"> • Chosen problem is... <ul style="list-style-type: none"> ○ specific. ○ clearly defined. ○ feasible to address. 	5 points
Motivation for chosen problem/issue <ul style="list-style-type: none"> • Prior research conducted on this problem/issue is synthesized. • What is the gap in knowledge/practice that needs to be addressed? <ul style="list-style-type: none"> ○ How will you address it with your intervention? • Why is this chosen problem important to your funding source? 	15 points
Proposed intervention <ul style="list-style-type: none"> • Participants • Materials used (e.g., fake news headlines) • Conditions that participants could be assigned to (e.g., what is control and what is intervention) • What will you measure? (i.e. how will you know if your intervention works?) • General procedure <ul style="list-style-type: none"> ○ NOTE: This should be an experimental intervention! 	20 points
Explanation for intervention as a solution to your chosen problem <ul style="list-style-type: none"> • Your hypothesis • Clearly connect proposal to chosen problem/issue • Explain how the proposal is feasible/realistic • Limitations of your study are addressed and/or countered 	15 points
Arguments <ul style="list-style-type: none"> • Logical flow to arguments • Clear transitions between ideas • Arguments are connected to proposed intervention 	10 points
Evidence <ul style="list-style-type: none"> • Used effectively to support arguments • Minimal use of direct quotes 	10 points
Writing Quality <ul style="list-style-type: none"> • Paragraphs... <ul style="list-style-type: none"> ○ have clear topic sentences. ○ are centered on one idea. • Grammar and style <ul style="list-style-type: none"> ○ Paper is largely free of grammatical mistakes and typos. ○ Sentences are crisp, clear, and concise. • Tone and language <ul style="list-style-type: none"> ○ Proposal... <ul style="list-style-type: none"> ▪ is persuasive in tone ▪ is free of logical fallacies ▪ uses cautious scientific language ▪ is written for a broad audience 	15 points

<ul style="list-style-type: none"> • Technical language and jargon are avoided ▪ uses rules of rhetoric <ul style="list-style-type: none"> • good sources, emotion, quality arguments (i.e. ethos, pathos, and logos) 	
<p>Sources</p> <ul style="list-style-type: none"> • At least three outside scholarly sources • Sources are used thoughtfully to advance purpose of the paper • Sources are attributed properly 	3 points
<p>Formatting</p> <ul style="list-style-type: none"> • Follows length and formatting guidelines • APA-style in-text citations and reference list 	2 points

Funding Pitch	Total: 20 points
<p>Key Questions</p> <ol style="list-style-type: none"> 1. What is the real-world problem your project will address? 2. Why should we care about this problem? 3. How will your project solve this problem? 4. Why do you believe your project will be successful? 	8 points: 2 points per key question.
<p>Visuals</p> <ul style="list-style-type: none"> • Visuals ADD information, rather than distract from key information. • Minimal text is used. 	2 points
<p>Presentation</p> <ul style="list-style-type: none"> • Presentation is well-paced. • Speech is clear and easily understood. • Presentation intends to persuade the listener. • There is a logical flow of ideas. • Clear transitions between ideas are used. 	8 points
<p>Formatting / Timing</p> <ul style="list-style-type: none"> • APA citations are used when appropriate. • Funding pitch is 3 minutes MAX in length. • If using slides, funding pitch is no longer than 3 slides. 	2 points