

## CMST 3315: Lying and Deception

**Professor: Joe Provencher**

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**Office Hours: By Appointment, Wednesdays 10:00-1:00**

**Course Description:** Deception occurs in communication behavior across species and lying (i.e., intentional deception) is a pervasive phenomenon in human communication. This course explores the varieties of deceptive communication, their causes, and consequences. As deception occurs across contexts, this course examines lying and deception from many angles as well as the strategies used to detect their occurrence: in the media, politics, the internet, hoaxes and scams, interpersonal relationships, art, family and romantic relationships, etc.

**Purpose and Objectives:** This course will teach students about the processes by which people attempt to deceive others and/or themselves. Students will learn about communicative processes involved in specific deception phenomena such as doublespeak, equivocation, false advertising, forgery, political spin, and white lies among others. Therefore, the number of issues surrounding lies, truth, deception, leakage cues, and ethical perspectives surrounding lying and deception will be discussed. Students will also learn how to think independently, systematically, and skeptically about both research and the world around them. Thus, students passing this course will:

- Have a grasp of how lying and deception impacts relationships, absorption of the media, and current events, and other facets of daily life
- Increase your understanding of truth and deception
- Be familiar with concepts and differentiate between lying and deception
- Discuss major theoretical concepts in the field of deception
- Analyze your use of “the truth” in sustaining and creating relationships
- Evaluate the research findings on deception detection

The objectives of this course will therefore achieve the student learning outcomes of communication studies program, including:

- Students will be able to understand, explain, synthesize, and apply communication theories, perspectives, principals, and concepts.
- Students will be able to communicate effectively through oral, aural, written, and visual outlets.
- Students will develop the skills to be competent in interpreting and utilizing contemporary forms of communication.
- Students will be able to understand and apply knowledge of communication and language processes as they occur across various contexts from multiple perspectives.

**Expectations and Course Structure:** This course in an interactive lecture format. I will present notes and information during each class meeting, and I will count on your contributions. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities. Lectures will not duplicate readings. You should stay atop of the weekly readings and complete

them before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article.

The point of class is to be as student driven as possible - because so much of the material will be up and available online, the goal of in-person meetings is to be able to provide greater depth, more clarity, answer specific questions, etc. So consider the classes an in-person seminar, to drive home key elements. All tests and quizzes will be administered online.

**Course Website:** We will be using Canvas for this course. I will upload necessary texts that are not part of your course packet, as well as any other course documents that may be of use to you throughout the semester. I will also use Canvas as a communication tool in order to contact you.

**Required Texts:**

Knapp, M. L., McGlone, M. S., Griffin, D. J., & Earnest, W. (2019). *Lying and deception in human interaction* (3<sup>rd</sup> ed.). Dubuque, IA: Kendall Hunt.

Additional readings will be available on Canvas.

**Course Evaluation:**

The final grade will be based on the following criteria:	<u>Maximum</u>
Quizzes.	100
What I Know Paper	25
Parent Interview	70
Case Study	70
Interviews about Truth & Deception	100
Total	365

**Calculating your grade:**

- A = 328 – 365
- B = 292 – 327
- C = 255 – 291
- D = 237 – 254
- F < 236

**Grade Grievance Policy:**

If you wish to appeal a grade, please follow this procedure:

- Wait 24 hours before contacting me about a grade unless there was an error in calculation of the grade. I ask that you wait so that you can look back over the assignment or exam and your notes and the textbook, then think about the reasons why you earned the grade. I am very happy to discuss grading and evaluation criterion, you just need to wait 24 hours after I turn a grade back to you to contact me.
- Submit the appeal in writing. E-mail me **within one week of your receipt of the grade;** include your specific appeal and which grade you believe you earned. E-mail me again only if I do not acknowledge your first appeal.

- I will not entertain conversations in the last week of class or after final grades have been posted about being only a few points away from earning a particular letter grade. As you can see, points have already been rounded up. You will receive the grade that you earn throughout the semester, so please start working hard early on.

**Course Assessment:** (Additional information will be provided in class)

**Quizzes:** Your understanding of the topics covered in the readings and discussed in class will be assessed in 1 quizzes. Quizzes will be available online. Quizzes are based on assigned readings. You will not be able to make up a missed quiz under any circumstance. If you miss a quiz, you can not drop it. Quizzes are worth 10 points each. Questions will typically include a combination of multiple choice, true/false questions, fill-in-the-blank, and short answer questions.

**Student Introductions & What I know Paper:** You will be asked to write a paper that introduces yourself and provides a review of how you currently think about truth, lying, ethics, and deception. This assessment will provide me an overview of your personal, academic, and professional background, as well as pre-existing philosophies on truth, ethics, and deception. This paper should be 2-3 pages double spaced.

**Parent Interview:** You will record and interpret an interview that you will conduct with a parent about dealing with deceptive behavior exhibited by one of his or her children. Following the interview, you will write a 3-4page (double spaced) paper on your reflections of the interview. Feel free to also interview the child to get their perspective on everything.

**Case Study:** A hoax is defined as something that is “deliberately fabricated to masquerade as the truth.” They are often rumors, urban legends, pseudosciences, jokes, conspiracy theories (sometimes), really anything that has been created to trick others into believing or accepting as genuine...they are often quite preposterous. There are a number of hoaxes that have been a part of our culture, as well as cultures across the globe. For this assignment, you will analyze and report on a contemporary hoax that interests you. You will have to do research on what the hoax entails, the history, and also the truth and deception behind the hoax. This paper should be 5-7pages doubles spaced.

**Interviews About Truth & Deception:** For this assignment, you will need to conduct two interviews with professionals. They must be in two different fields. These people should NOT be affiliated with UT-Tyler in any capacity, and they must not study communication studies (a person who studies media, journalism, public relations, advertising is ok). Once initiating contact and confirming each person is willing to talk to you about truth and deception, you will need to interact synchronously (any form of video chat, face-to-face, or telephone is acceptable, just be sure to record the audio). Do not simply give the interview questions (which will be provided to help guide the process) to someone and ask them to fill it out. This does not constitute as an interview. In most cases, you will want to add questions and probes that are not provided by me in order to learn more about their beliefs.

This assignment is aimed to allow you to be exposed to various experiences and beliefs that may be different from your own. Through the two interviews, you should be able to reflect on and sort

through your own beliefs and values about truth and deception that either you spoke about in the “What I know” assignment or have formed throughout the semester thus far. Thus, you will write a 7-10 pages (double spaced) reflection paper about the interviews: what did you learn, how are their beliefs/values different from or similar to your own, what do your interviewees contribute to your understanding of truth and deception.

### **Course Policies:**

#### **Important Covid-19 Information for Classrooms and Laboratories**

Students are required to follow all procedures as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

#### **Recording of Class Sessions**

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

**Elasticity Clause:** I reserve the right to modify the existing course calendar and assignments. If changes must be made, I and/or my teaching assistants will notify students as soon as possible.

**Classroom Civility:** People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

**Changes to the schedule:** Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

**E-mail:** E-mail is my preferred form of contact (note the address above). I cannot guarantee a response to e-mails sent to other addresses, including Canvas. Allow a 48-hour window for a response. If an e-mail is after 4 p.m. on any given day, I cannot guarantee a response before 9 a.m. the following business day. Emails about assignments will not be responded to after 9 p.m. and are not guaranteed after 2 p.m. the night before the assignment is due. As we will discuss, I

am the Director of Forensics here at UT Tyler, which means I also have debate tournaments and other competitive endeavors many weekends of the year. To that end, I have inconsistent access to email over the weekends. If you allow me one business day to respond, I will get back to you.

Also, please NEVER HESITATE to email me more than once. If somehow something gets lost, or you have questions that I have not answered, reach out early and often! I am not offended by multiple emails, or multiple requests for information. So email me! And email me again if you need! And again after that! I want to hear from you, so please never hesitate to reach out.

**All assignments must be turned in on time.** If you know you will be missing class due to religious observance, athletics, or competitions, you must inform me no later than the second week of classes.

**Assignments:** All papers must be typed using Times New Roman in 12-point font, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL references used in your papers (using APA) within text and in a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. NO handwritten copies will be accepted. NO assignments will be accepted via email unless approved by me prior to the day the assignment is due.

**Late Assignments & Make-up Work:** There is no such thing as late work, nor is there make-up work for unexcused, missed or failed assignments. I do not give make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately.

### **Plagiarism**

**Academic Honesty:** The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking

an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
  - copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

**The “Common Knowledge” Clause:** Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

**The “Textbook” Clause :** Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word–for–word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

**The “10% Rule”:** As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

**Intent:** When reviewing a possible case of plagiarism, the student’s intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

**Mistakes & Accidents:** The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

**Appeal to Ignorance:** A student’s claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

**Collaboration:** Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

**Disciplinary Action for Plagiarism:** Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

### **University Policies:**

**UT Tyler Honor Code:** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Student Rights and Responsibilities:** To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

**Classroom Diversity:** It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

**Tobacco-Free:** All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

**Campus Carry:** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

**State-Mandated Course Drop Policy:** Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions. The last day to withdraw from a course at UT-Tyler is Monday of the 11<sup>th</sup> week of class.

**Grade Replacement/Forgiveness and Census Date Policies:** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:



- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**Student Accommodations:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079.

**Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:** Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

## Tentative Schedule of Topics, Assignments, & Readings

WE EK	DATE	TOPIC/ASSIGNMENT	READINGS TO BE COMPLETED BEFORE CLASS	ASSIGNMENTS DUE*
1	8/23  8/25	Intro to Course		
2	8/30  9/1	Definitions & a Brief History  <b>First QUIZ Online</b>	Lying & Deception in Human Interaction (LDHI), Ch. 1 McGlone, M. S., & Knapp, M. L. (2017). Historical perspectives on the study of lying and deception. T. Docan-Morgan (Ed.), <i>The Palgrave Macmillan handbook of lying and deception research</i> . London, UK: Palgrave Macmillan.	Quiz #1
3	9/6  9/8	Truth and Reality	LDHI, Ch. 2  Lepore, J. (2016, March 21). After the fact. <i>The New Yorker</i> . Kolbert, E. (2017, Feb. 17). Change our minds. <i>The New Yorker</i> .	Quiz #2 <b>What I Know Paper Due</b>
4	9/13  9/15	Ethics of Lying and Truth-telling	LDHI, Ch. 3  Miller, F. G., Wendler, D., & Swartzman, L. C. (2005). Deception in research on the placebo effect. <i>PLOS Medicine</i> , 2, e262.	Quiz #3
5	9/20  9/22	Nonhuman Deception	LDHI, Ch. 4 (pp. 96-101)  LDHI, Ch. 4 (pp. 102-121); Pollen, M. (2009). Orchids: Love and lies. Selection from <i>National Geographic</i> .	Quiz #4
6	9/27  9/29	Learning about Lying: Children & Deception	LDHI, Ch. 5 <i>Atonement</i> (Joe Wright, 2007)  Gopnik, A. (2005). Death of a Fish. <i>The New Yorker</i> , 81(19), 42-47.	Quiz #5

7	10/4 10/6	Fooling Yourself: Self Deception	LDHI, Ch. 6 Chance, Z. (2015). The slow decay and quick revival of self deception. <i>Frontiers of Psychology</i> , 6, 1-6.	Quiz #6
8	10/11 10/13	Performing Lies and Deceit	LDHI, Ch. 7 Gopnik, A. (2008). The real work. <i>The New Yorker</i> , 84, 56-69. <b>Guest Lecturer: Hollie Harper, Magician</b>	<b>Parental Interview Report Due</b>
9	10/18 10/20	More Ways to Lie	McGlone, M.S. (2005). Contextomy: The art of quoting out of context. <i>Media, Culture, &amp; Society</i> , 27, 511-522. Toma, C., & Hancock, J. (2009). Lying for love in the modern age. In M.S. McGlone & M.L. Knapp (Eds.), <i>The interplay of truth and deception</i> . New York, NY: Routledge.	Quiz #7
10	10/25 10/27	Expert Liars I: Frauds, Hoaxes, Scammers, and Identity Thieves	Konnikova, M. (2017). The art of the con. <i>Saturday Evening Post</i> , 34-39. Fallows, J. (2011). Hacked! <i>The Atlantic</i> , 20(42), 36-52. <i>Nuts!</i> (Lane, 2016) LDHI, Ch. 8 (222-245)	Quiz #8
11	11/1 11/3	Expert Liars II: Lying & Psychopathology Expert Liars: Famous Examples	LDHI, Ch. 8 (pp. 203-221) Grann, D. (2008). The chameleon. <i>The New Yorker</i> , 84(24), 69-79.	Quiz #9
12	11/8 11/10	Lie Detection by Humans & Technology	LDHI, Ch. 9 Park, H. S. (2002). How people really detect lies. <i>Communication Monographs</i> , 69, 144-157. <b>Guest Lecturer: Kate Blackburn Connolly, Postdoctorate Fellow at UT-Austin with the FBI</b> Levine, T. (2014). Active deception detection. <i>Interrogation</i> , 1, 124-128. LDHI, Ch. 10	<b>Hoax Case Study Due (THURSDAY)</b>

13	11/15 11/17	Political Deception & Deception in the Media	<p>LDHI, Ch. 11  Martin, C. (2016). The four temperaments. <i>The New Republic</i>, 10-12.  <i>Nothing But Lies: Fighting Fake News</i> (White, 2017) – <a href="https://www.youtube.com/watch?v=bWFXexTXQs">youtube.com/watch?v=bWFXexTXQs</a>.</p> <p>Lazer, D. et al. (2018). The science of fake news. <i>Science</i>, 359, 2-4.  Vosoughi, S., Roy, D., &amp; Aral, S. (2018). The spread of true and false news online. <i>MIT Initiative on the Digital Economy Research Brief</i>.</p>	Quiz #10
14	11/22 11/24	<b>THANKSGIVING HOLIDAY</b>	<b>NO CLASS</b>	
15	11/29 12/1	Visual Deception II Bullshit	<p>Cairo, A. (2015). Graphic lies, misleading visuals. In D. Bihanic (Ed.), <i>New challenges for data design</i> (pp. 103-116). London, UK: Springer-Verlag.</p> <p>LDHI, Epiloguee  Pennycook, G. (2016). Why bullshit is no laughing matter. <i>Aeon</i>.</p>	<b>Interviews &amp; Report Due (FRIDAY 12/9)</b>