

Cognitive Psychology
Psychology 208-002
Syllabus
Fall 2020
Asynchronous Online Course
Instructor: Dr. Thad Meeks

Office Hours: M-F, 9-10 & by appointment; Reoccurring Zoom Link and Individual Sessions
Class Review and Questions: Thursday, 1:30-2:30; Reoccurring Zoom Link
General Non-Class Conversation: Thursday, 2:30-3:30; Reoccurring Zoom Link
Email: jmeeks@siue.edu

Required Course Materials:

Goldstein, E.B. (2018). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Cengage Learning.

Technical Requirements:

- A reliable internet connection
- (optional, but recommended) A set of headphones or earbuds (so that those around you don't have to listen to the lecture, too)
- A computer—you *cannot complete this class on a tablet or on your phone*
- You are encouraged to use IE or Google Chrome for Blackboard; Safari for Mac has known issues with Blackboard.

Getting Tech help:

Blackboard help pages: <http://www.siue.edu/its/bb/index.shtml>
ITS helpdesk: 618-650-5500, help@siue.edu

Course Description from College Catalog. This course offers a broad survey of cognitive psychology. Topics covered included attention, memory, intelligence and individual differences. Prerequisite: A C or better in PSYC 111.

Overview and Course Objectives*. This course is a survey of cognitive psychology. You should have several goals in taking this course, and it will be my responsibility as the instructor to help you achieve them. First, you should learn the important findings in contemporary cognition and the conceptual frameworks used to think about them. Second, you should learn how those findings and knowledge are acquired; that is, how cognitive research is conducted. Third, you should begin to think more critically about what you read and hear with the specific aim of proposing new research in the various subdisciplines of cognitive psychology. Lastly, you should be able to take the principles learned in this class and apply them to what you experience on a daily basis.

To these ends, you will participate in several modes of learning: read a textbook, listen to lectures, interpret and write about cognitive psychology topics, and participate in class discussions. For those pursuing careers as cognitive psychologists, you will receive more in-depth information in specialized classes and seminars (e.g., perception, neuropsychology, human learning and memory, judgment and decision-making). I hope to provide you with the foundational principles in cognitive psychology so that you may put the more contemporary findings in perspective.

*This is an asynchronous, online course. That means that the course does not “meet” as a group at a certain time; however, you will have deadlines for your work—the class is not self-paced.

Course Structure and Assignments

Lectures. For all 15 sections, I will post one lecture on Blackboard by the given Saturday at 8 am. Each video will vary in length, but will average around 2 hours in length. I encourage you to listen to the video in segments. Obviously, you can pause and rewind the video. Even so, you should take detailed notes ***IN YOUR OWN WORDS***. Think of lectures and note-taking as a way to organize and learn the material. Numerous studies show that active note-taking in your own words leads to better academic performance. To assist you, I will post a lecture outline for each section by the given Saturday at 8 am. Feel free to use this to take notes. I will also use this during lecture, as well as images, videos, websites, etc. I will post any images I use in my lectures. If you ever have any questions about the lecture videos, please do not hesitate to email and/or set up a Zoom meeting with me. As I will detail more later, the exams will be application-based rather than definitional. Thus, you should study in the appropriate way. ***I strongly encourage you to begin looking over this material before Monday so that you can be prepared for that week's Blackboard discussion.***

Textbook. We will cover one topic each week. Most of the topics will be associated with a chapter in the book (see the course schedule for specifics). You are expected to keep up with the readings. Not all material in the book will be covered in the lecture and vice-versa. Information from the textbook will be on the mini-exams and you will be expected to use the textbook as a source for your discussion posts and topical paper. That being said, I do not expect you to read all of the given chapter. By each Saturday at 8 am, I will post on Blackboard the sections you need to read. The exams will be application-based rather than definitional. Thus, you should study in the appropriate way. ***I strongly encourage you to begin looking over this material before Monday so that you can be prepared for that week's Blackboard discussion.***

Journal Articles. For each section, I will assign an academic journal article associated with that topic by the given Saturday at 8 am. You are expected to read the article as the information will be on the mini-exams and you are expected to use the journal articles as a source for Blackboard discussion and the topical paper. I will help you focus on the appropriate information in each article by discussing that in the section's video lecture. The purpose of these journal articles is two-fold. First, it allows you to read deeper into the topics we cover in class. Second, it gives you a sense of how cognitive research is conducted. ***I strongly encourage you to begin looking over this material before Monday so that you can be prepared for that week's Blackboard discussion.***

Supplementary Material. I will also post additional material for each section by the given Saturday at 8 am. This material will include videos, websites, demonstrations, etc. Some, but not all, of this material will also be shown during the recorded lecture. Regardless of whether the material is shown during lecture, I will refer to it in lecture and you are expected to know this material for the mini-exams, Blackboard discussion, and the topical paper unless otherwise noted by me. As with everything else, email me and/or meet with me on Zoom if you need clarification on the posted material. ***I strongly encourage you to begin looking over this material before Monday so that you can be prepared for that week's Blackboard discussion.***

Blackboard Discussions. For all sections, you will participate in a weekly Blackboard Discussion by making one post. By Monday at 8 am, I will post a topic, a question, a news story, discuss a finding, etc. You will have until that Thursday at 11:59 PM to complete your post. The first person to post will respond to an initial question that I will pose. If I post more than one question, you should just pick one in which to respond. Each subsequent person will then respond to one previous question of their choice (make sure to specifically respond to the chosen post). This post can be a response to my post, but can

also be a post related to another student's post. More than one person can respond to a specific question, but your post must be fundamentally different from anyone else's post. In that response, you should address the question of the previous post and then pose a question of your own. In these posts, you should make sure that you apply your knowledge from that week of the course. ***You should only post once. If you have multiple posts, I will only grade the first post. Each post should be between 200-300 words long (you can check this in Microsoft Word). You will automatically lose five points if your post is less than 200 words. If the post is more than 300 words, I will only grade the first 300 words. You should also only address one question that was previously posed. If you respond to more, I will only grade the first question.*** Remember to be both thoughtful and courteous in your response. If I detect any type of personal attack in your response to someone else, I will contact you directly and there is a good chance you will receive 0 points for that week's post. I have posted discussion etiquette below this paragraph. Each post is worth 20 points (see the grading scale later in the syllabus). You will be able to earn 10 points for your response to other questions: Two points for each of these criteria – Did you directly address the question?; Is your response clear?; Did you show critical thinking skills in your response?; Did you use and specify at least one source of information in your response?; Is your response free of typos and grammatical errors? You will also be able to earn 10 points for the question that you pose: Two points for each of these criteria – Does your question flow logically from the question you responded to?; Is your question clear?; Did you show critical thinking skills in your question?; Did you use and specify at least one source of information in your question?; Is your question free of typos and grammatical errors?

NETIQUETTE

1. Keep Your Voice Down

USING ALL CAPITAL LETTERS online is the equivalent of yelling. Ouch! Instead, **bold** or *italicize* text in your postings, or use *asterisks* around the text to be emphasized.

2. Avoid Sarcasm and Subtleties, and Make an Extra Effort to Be Courteous

Hearing spoken words, seeing people's faces and bodies while they talk, and reading dialogue on your computer screen can convey substantially different impressions. Keeping this in mind may help you realize that it's sometimes easier to sound insensitive and hurt someone's feelings or have them miss the point when you're communicating through text only. To counter this, be clear and straightforward with your language.

3. Just Wait

Assume any comment you read that sounds abrasive was not proofread for tone, and was not meant to offend. If you are irritated with a post, you might wait a little before posting a too-hasty reply that you will regret later. Unless the author specifically says they are angry, assume otherwise and ask for clarification of their intent.

4. Make it Personal

At the end of each posting, sign your name. It also adds a personal feel when responding to an individual if you address him or her by name.

5. Be Positive

It's good to express your opinions in discussions, but do not make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you are getting to know each other.

6. Use Emoticons

These little icons can be quite effective in supplying primitive facial expressions to supplement your words. If you prefer, use other more direct ways of being sure your intentions are known, for example, by adding phrasing like "just kidding," "no offense intended," or "this is my opinion."

7. Not Too Little, Not Too Much

One word or single phrase responses can seem curt and rude. Use complete sentences and clearly communicate your meaning. Conversely, postings of multiple screens of text can be overwhelming to

read online. Compose offline, edit your musings, and consider making bullet points to aid classmates in getting to your point.

8. What It's About

If relevant, when replying to a posting, quote the part of the original posting to which you are replying to help classmates understand the context. Also, make sure you are responding to the right post.

9. Spell It Out

Because you have time to compose your responses, there is no excuse for inadvertent typos. Also remember that trendy abbreviated spellings are best left outside of online classrooms. This is not texting.

10. One Final Look

After you compose a post, take a moment to reread your text before submitting. If it is possible, reading out loud can be especially helpful. One final once-over can identify typos, misstatements, lack of clarity, or an unintended tone. Remember that everything you post is recorded—there is no way to “take back” what you wrote.

Mini-Exams. You will take five mini-exams worth 70 points apiece (see the detailed grade breakdown later in the syllabus). Each mini-exam will cover three sections which include all associated material (i.e., lectures, textbook readings, journal articles, and supplementary material). ***The mini-exams will be administered on Blackboard on the given Friday. The mini-exams will be available on the associated Friday from 8 am until 11:59 PM on that same Friday. You must complete the exam in this time-frame. Exams will NOT be reopened after you have completed them.*** Each mini-exam will consist of 14 scenarios related to cognitive psychology. For each scenario, you will be asked to choose the term associated with each scenario. There will be several terms used on the exam, not all of which you will choose. I will provide these terms before the exam. The 14 scenarios will be randomly selected for each student out of a larger pool of scenarios. You will have 15 minutes to take each mini-exam. The exams will be applied in nature. In other words, remembering simple definitions will not be sufficient. You must be able to take what you know about the subject matter and apply it to novel situations. I will give examples in lecture to help with this. ***Please note that you are NOT allowed to work together on these mini-exams. If you do, you are subject to academic discipline (detailed more later in the syllabus). Also note that you will not be able to return to a quiz question once you have answered it. You may use your book, notes, journal articles, and any other material that I provide you for the exams, but do note that your time is limited. Thus, do not dwell on any one question for too long. You may NOT use any other sources for your exam aside from the class material listed above. The disallowed sources include any information from the internet as that information is not guaranteed to be valid or reliable.***

Topical Paper. You will pick a topic to discuss in relation to cognitive psychology. This topic can be many things, including such topics as a news story, current events, historical event, a personal event, etc. The key thing is that you can relate it to several aspects of cognitive psychology. Given your topic, you will pick five of the sections that we cover that you can relate to your topic. For each section, you will write 300-400 words that specifically relate your topic to that section. That means the final paper will be between 1500-2000 words. You will only submit the paper when you have all five sections completed (see the course schedule later in the syllabus for the due date). ***You will turn the assignment in as Microsoft Word file using Turnitin on Blackboard. You will automatically lose 10 points for that section if it does not reach the 300-word requirement per section. If a section is over 400 words long, I will only grade the first 400 words. There is NO specific format that you have to follow for the paper.*** Each section will be worth 70 points for a total of 350 points (see the class grade system below). These 70 points will be broken down in the following manner: 1. Clarity of the relationship between your topic and the ideas from that section (30 points), 2. Making it clear where the source of your section information is coming from (15 points), 3. demonstrating clarity and critical thinking in your writing (15 points), and 4. writing is free of grammatical errors and typos (10 points). You will upload the paper using Turnitin on Blackboard towards the end of the semester (see the course schedule). While the paper is not due until then, I strongly encourage you to not wait until the last minute to work on the paper. You will have many

other things going on then, both in this class and in others. In fact, I suggest that you work on your paper section-by-section as we cover the different areas. While I am not requiring you to run your topic by me, I highly recommend it as it could save you from difficulty in writing the paper and a potential low grade. In addition, I can always help you if you are struggling. And while you can switch topics, it is best for you if you have a good topic from the outset. As always, I am here to assist you.

The breakdown of grading is as follows:

Blackboard Discussion	15 x 20 points = 300 points or 30%
Mini-Exams	5 x 70 points = 350 points or 35%
Topical Paper	350 points or 35%
Total	1000 points or 100%

The official letter grades will be assigned according to the following scale:

Letter Grade	Percentage Equivalent	Points Equivalent
A	90%-100%	896-1000
B	80%-89%	796-895
C	70%-79%	696-795
D	60%-69%	596-695
F	<60	0-595

Missed Exams, Discussions, and Late Papers. No make-up mini-exams or discussion posts will be allowed unless there is a documented reason approved by me. In addition, no late topical papers will be accepted without an approved, documented excuse.

Grading problems: If you feel there has been an error in working out calculating your grade please let me know as soon as possible. Calculate your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been calculated correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".

Academic Honesty. ANY case of academic dishonesty (e.g., cheating on an exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. You may not look at any other student's exam, and you may not copy any portion of your answer from internet or other sources (i.e., the words/ideas must be entirely your own).

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>).

University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.”

(<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Department of Psychology Writing Policy: As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include: clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well); verb tense consistency; clear and unambiguous sentences and ideas; writing that is free of typos, spelling errors, and major grammatical errors; properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: Your assignment will not be graded. It will be returned to you and you will be asked to edit the document and turn it in within 24 hours. You will receive a 25% deduction if this occurs.

Accommodations for Disabilities: It is the policy and practice of the Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also encouraged to contact office for Accessible Campus Community and Equitable Student Support (ACCESS). The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access. If any student would like to develop a written evacuation plan for this class, please contact the instructor.

Department of Psychology Policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during 16-week semesters, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any shorter semester. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

What you can expect of me in this online course.

- I will provide the most up-to-date information about the science of cognitive psychology that is available.
- I will provide course materials that provide a good, efficient, and intellectually rigorous education. In other words, I have carefully constructed the materials, the discussion prompts, the activities, and the lectures in a way that I believe will help you develop core knowledge in cognitive psychology and the ability to think critically about cognitive psychology. I will utilize teaching techniques that research has shown maximize long-term and deep learning.
- I will respond to your emails as soon as possible. I will also meet by Zoom with any student who is interested, either during office hours or some other scheduled time.
- I will treat all students with respect and with compassion, knowing that you are adults who seek a quality education and who also have complex lives outside of my class.
- I will assess your work in the best and fairest way that I can.

What I expect of you in this online course

- You will complete all assigned material.
- You will actively engage the course material, thinking deeply about its content, via readings, lectures, activities, and discussions.
- You will read and contribute to the discussion boards each week.
- You will demonstrate your knowledge of *all* course materials provided in the mini-exams, Blackboard discussions, and topical paper.
- You will show integrity and honesty in your work.
- You will respond to emails promptly, and you will reach out to me if you need help with the course.
- You will treat your fellow students with respect and with compassion. You will challenge them intellectually (but never personally) in the discussions.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in "Safely Launching Academic Year 2020" released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The

measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.

- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs. Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

The course syllabus is a general plan for the course; deviations announced to the class by the instructors may be necessary.

Week	Dates	Topic and Lectures	Other	Assignments
1	Aug 24- Aug 28	Introduction to Class/Direction and Advice for Class Assignments/Critical Thinking Skills	Syllabus; Journal Article; Supplemental Material on BB	Discussion Board #1: Opens – Aug 24 @ 8am, Closes- Aug 27 @ 11:59 PM

2	Aug 29- Sept 4	Introduction to Cognitive Psychology	Ch. 1; Journal Article; Supplemental Material on BB	Discussion Board #2: Opens – Aug 31 @ 8am, Closes- Sept 3 @ 11:59 PM
3	Sept 5- Sept 11	The Cognitive Psychology of Learning and Everyday Life	Journal Article; Supplemental Material on BB	Discussion Board #3: Opens – Sept 7 @ 8am, Closes- Sept 10 @ 11:59 PM Mini-Exam #1: Covers Week 1-3, but only the journal article from Week 1 (no syllabus information); Opens Sept 11 @ 8 AM, Closes – Sept 11 @ 11:59 PM
4	Sept 12- Sept 18	Cognitive Neuroscience	Ch. 2; Journal Article; Supplemental Material on BB	Discussion Board #4: Opens – Sept 14 @ 8am, Closes- Sept 17 @ 11:59 PM
5	Sept 19- Sept 25	Perception	Ch. 3; Journal Article; Supplemental Material on BB	Discussion Board #5: Opens – Sept 21 @ 8am, Closes- Sept 24 @ 11:59 PM
6	Sept 26- Oct 2	Attention	Ch. 4; Journal Article; Supplemental Material on BB	Discussion Board #6: Opens – Sept 28 @ 8am, Closes- Oct 1 @ 11:59 PM Mini-Exam #2: Covers Week 4-6; Opens Oct 2 @ 8 AM, Closes – Oct 2 @ 11:59 PM
7	Oct 3-Oct 9	Short-Term and Working Memory	Ch. 5; Journal Article; Supplemental Material on BB	Discussion Board #7: Opens – Oct 5 @ 8am, Closes- Oct 8 @ 11:59 PM
8	Oct 10- Oct 16	Long-Term Memory: Structure	Ch. 6; Journal Article; Supplemental Material on BB	Discussion Board #8: Opens – Oct 12 @ 8am, Closes- Oct 15 @ 11:59 PM
9	Oct 17- Oct 23	Long-Term Memory: Encoding, Retrieval, and Consolidation	Ch. 7; Journal Article; Supplemental Material on BB	Discussion Board #9: Opens – Oct 19 @ 8am, Closes- Oct 22 @ 11:59 PM Mini-Exam #3: Covers Week 7-9; Opens Oct

				23 @ 8 AM, Closes – Oct 23 @ 11:59 PM
10	Oct 24- Oct 30	Everyday Memory and Memory Errors	Ch. 8; Journal Article; Supplemental Material on BB	Discussion Board #10: Opens – Oct 26 @ 8am, Closes- Oct 29 @11:59 PM
11	Oct 31- Nov 6	Conceptual Knowledge	Ch. 9; Journal Article; Supplemental Material on BB	Discussion Board #11: Opens – Nov 2 @ 8am, Closes- Nov 5 @11:59 PM
12	Nov 7-13	Visual Imagery	Ch. 10; Journal Article; Supplemental Material on BB	Discussion Board #12: Opens – Nov 9 @ 8am, Closes- Nov 12 @11:59 PM Mini-Exam #4: Covers Week 10-12; Opens Nov 13 @ 8 AM, Closes – Nov 13 @ 11:59 PM
13	Nov 14- Nov 20	Language	Ch. 11; Journal Article; Supplemental Material on BB	Discussion Board #13: Opens – Nov 16 @ 8am, Closes- Nov 19 @11:59 PM
	Nov 21- Nov 27	No Class	No Class	No Class
14	Nov 28- Dec 4	Problem Solving and Creativity	Ch. 12; Journal Article; Supplemental Material on BB	Discussion Board #14: Opens – Nov 30 @ 8am, Closes- Dec 3 @11:59 PM
15	Dec 5- Dec 11	Judgments, Decisions, and Reasoning	Ch. 13; Journal Article; Supplemental Material on BB	Discussion Board #15: Opens – Dec 7 @ 8am, Closes- Dec 10 @ 11:59 PM Topical Paper – Due Dec 10 @ 11:59 PM (uploaded to BB) Mini-Exam #5: Covers Week 13-15; Opens Dec 11 @ 8 AM, Closes – Dec 11 @ 11:59