

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
History and Systems of Psychology (PSYC 208-01)
Course Syllabus – Fall 2023

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COURSE INFORMATION

QUICK INFO

Course Number:	PSYC 208-001
Credit Hours:	3 credit hours
Class Meeting Dates:	8/21/23 – 12/15/23
Class Meeting Times:	T & TH, 12:30 PM – 1:45 PM
Class Meeting Location:	FH 0103
Instructor:	Ashley Abraham, PhD
Office Hours:	TBA and by appointment
Office Location:	Founders Hall ---
E-mail:	ashabra@siue.edu
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook:	Cognitive Psychology: Connecting Mind, Research, and Everyday Experience, Golstein

COURSE DESCRIPTION

“EVERY ACT OF PERCEPTION IS, TO SOME DEGREE, AND ACT OF CREATION, AND EVERY ACT OF MEMORY IS, TO SOME DEGREE, AN ACT OF IMAGINATION.” – OLIVER SACKS

Cognitive psychology is the scientific study of the mind and mental processes. We will learn about processes such as attention, memory, language, and decision-making. Students examine major discipline-related concepts, theories and theoretical trends, and have opportunities to reflect and apply their knowledge of human cognition in their own lives. Evidence-based learning strategies are emphasized throughout this course. It is my hope that throughout the course you will develop an understanding of how cognitive psychologists study the human mind and come to

appreciate the wonder, complexity, and creativity of the human mind.

LEARNING OUTCOMES

By the end of this course, it is expected that students will be able to:

1. Explain the nature, scope and history of cognitive psychology
2. Describe the major psychological concepts and theories in cognitive psychology
3. Understand the idea of humans as information processors
4. Articulate the research methods used to study the major theories, principles and concepts in cognitive psychology
5. Critically evaluate theories and research in cognitive psychology.
6. Understand how to improve your study habits based on scientific information about how we think and learn

ACTIVITIES SUPPORTING LEARNING OUTCOMES INCLUDE, BUT ARE NOT LIMITED TO, CLASS/GROUP DISCUSSION, LECTURE, PARTICIPATING IN DEMONSTRATIONS, QUIZZES, EXAMS, PRESENTATIONS, VIEWING AND DISCUSSING VIDEOS, TEXTBOOK READINGS, HOMEWORK ASSIGNMENTS, READINGS FROM PROFESSIONAL AND LAY PERIODICALS, PARTICIPATING IN RESEARCH STUDIES, PARTICIPATING IN CLASS DEMONSTRATIONS AND WRITING ARTICLE SUMMARIES AND/ OR REFLECTION PAPERS.

REQUIRED TEXTS

TEXTBOOK

Goldstein, B. E., (2019). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th ed.). Boston, MA: Cengage.

OTHER READINGS

All other required and supplementary readings will be posted on BB

REQUIRED TECHNOLOGY

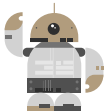
Students in this course need access to:

- A computer with internet access and an updated internet browser
- Their SIUE e-mail and Blackboard accounts
- Microsoft Office 365 (Word and PowerPoint)

Students in this course must be able to:

- Use a word processor to compose assignments and communicate with others in class
- Attach files to emails and upload documents to BB
- Navigate websites and course materials

AI USE POLICY



Light Assistance with Non-Substantive Tasks. In this course, students must be the primary and majority authors of text, code, analysis, and all course work products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning

outcomes of the course (see this link for more information <https://www.siue.edu/faculty-center/resources/Syllabus-symbols.pdf>). Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. All assignments will be submitted via Turnitin, a tool with embedded AI detection.

STATEMENT ON SENSITIVE CONTENT



Some of the topics covered in this course will touch on sensitive issues. These include but are not limited to, mental illness such as anxiety and depression, including information on suicide, trauma and abuse, identity-based violence.

Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself and seek assistance at Counseling Services. You can learn more about their services by visiting <https://www.siue.edu/counseling/>. I also encourage you to speak with me. You do not need to share why the topic may be distressing, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to engage with course topics.

COMMUNICATION



It is extremely important that you maintain communication with me. You are expected to check your email and to log on to the Blackboard course website daily. Announcements will be posted on BB (make sure your email notifications for announcements are turned on).

Please feel free to speak with me if you have any questions or concerns. The best way to ask a question is to see me immediately before or after class. It is important to meet with me as early as possible in the semester if you are struggling in the course.

Drop-in hours.

Drop-in hours (office hours) will be posted by Week 3 of the semester. You can come to drop-in hours for any reason without an appointment. Come in to talk about the course, your grade, or just to say hello! Outside of drop-in hours, if my door is open, feel free to pop in.

I will also be available for virtual drop-in office hours via Teams, no appointment necessary. During virtual drop-in hours, I will be available for live chat and live meetings on a first come, first served basis.

Schedule a meeting. You will use Microsoft Bookings (*note, I am in the process of setting up Bookings or a similar service; I will send a link via a BB announcement when I have an update). to schedule meetings with me. My availability is listed. Select the type of meeting (in-person or virtual) and the length of the meeting (15 or 30 minutes). Then, use the calendar to check availability on the day you'd like to meet. Find a time that works for you and leave me a brief description of what you would like to discuss. If you select a virtual meeting, I will call you via Teams at the scheduled time.

Email. You can email me at ashabra@siue.edu. I respond to emails as soon as possible, usually within 24 hours. If you have not heard back from me after 48 hours, feel free to send a follow up email. I try to respond to emails on weekends, I cannot guarantee that you will receive a timely response.

Questions about technology issues are usually more appropriate for ITS, but I will do my best to address the issue.

COURSE EXPECTATIONS

YOU ARE EXPECTED TO ARRIVE ON TIME TO CLASS! WHEN YOU ARRIVE LATE, YOU:

- Disrupt the instructor and your classmates
- May miss important announcements which will typically be made at the start of class
- Miss the opportunity to review material from the class before

YOU ARE EXPECTED TO BE AN ACTIVE PARTICIPANT IN YOUR LEARNING. THIS MEANS YOU WILL:

- Come to all class prepared by having completed readings and assignments BEFORE class
- Participate meaningfully in classroom discussions and activities
- Check your university e-mail and Blackboard several times each week for announcements and feedback
- Communicate with me about questions and issues related to the course
- Contact help@siue.edu with your questions related to Blackboard and other technical difficulties.

YOU SHOULD SPEND 2 HOURS OUTSIDE OF CLASS FOR EVERY 1 HOUR IN CLASS

EACH WEEK, YOU WOULD NORMALLY SPEND 2 HOURS AND 30 MINUTES IN CLASS – THIS MEANS YOU NEED TO INVEST AT LEAST 5 HOURS OUTSIDE OF CLASS FOR A MINIMUM OF 7.5 HOURS EACH WEEK FOR 16 WEEKS.

[HTTP://WWW.SIUE.EDU/POLICIES/114.SHTML](http://www.siue.edu/policies/114.shtml)

YOU ARE EXPECTED TO BE A GOOD CITIZEN OF THE CLASSROOM. THIS MEANS YOU WILL:

- Stay awake and engaged; if I notice you sleeping during class, I will ask you to leave
- Use laptops, phones, and other devices for course related activities only (i.e. taking notes)
 - If I notice you using your phone or laptop for activities unrelated to the course, I may ask you to leave class for the day
 - Many studies have found that student learning is negatively influenced by distractions, including electronic devices (Dietz & Henrich, 2014; Mendoza et al., 2018)
- Cooperate in creating a safe, inclusive, and productive course climate

MGRADES AND ASSIGNMENTS

GRADING SCALE

Please note it is your responsibility to keep track of your performance in the course. Grades are calculated on a straight percentage (i.e., no rounding).

Description	Point Range	Percentage Range	Letter Grade
Exemplary	900 – 1000	90 - 100	A
Good	800 – 899	80 – 89	B
Satisfactory	700 – 799	70 – 79	C
Poor	600 – 699	60 – 69	D
Failing	0 – 599	0 - 59	F

ASSESSMENTS FOR FINAL GRADE

Assignments	Course Outcomes	Percent of Final Grade	Points
Online Psychology Labs (8 @ 25 pts each)	2, 4, 5	20%	200
Cognition in the Wild (4 @ 50 pts each)	1 – 5	20%	200
Classic Studies Project	1, 2, 4, 5	20%	200
Exams (2 @ 100 pts each)	1-6	20%	200
Cumulative Final	1-6	20%	200
TOTAL POINTS			1000

ASSIGNMENTS

LATE POLICY

Late assignments will be penalized 25% per day and will not be accepted more than 5 days after the posted due date. An assignment is late if it is submitted any time after the time/date of the listed deadline. If you have a compelling reason why you believe you need an extension on an assignment, be sure to **discuss this with me as far in advance of the deadline as possible**. In the event of an unforeseen emergency, please contact me as soon as possible to discuss your options for completing the assignment.

The “No Questions Asked Pass”

THE “NO QUESTIONS ASKED PASS” GRANTS EVERY STUDENT **ONE, 24-HOUR EXTENSION** ON ANY ASSIGNMENT (EXCEPT THE FINAL PROFILE PROJECT), NO QUESTIONS ASKED.

TO USE YOUR PASS, **EMAIL BEFORE THE ASSIGNMENT IS DUE**. ALL YOU NEED TO SAY IS, “I’M USING MY PASS ON <INSERT ASSIGNMENT>.” THE LATE POLICY APPLIES TO ASSIGNMENTS NOT RECEIVED AFTER THE 24-HOUR EXTENSION PERIOD.

SUBMITTING ASSIGNMENTS

Written assignments, including components of the classic studies project, must be submitted to Turnitin via BB. Assignments emailed to me will not be accepted!

PREPARATION AND PARTICIPATION

Active participation in the class enhances learning by extending your knowledge of lecture material and demonstrations, and by applying it in group discussions. In class, you can learn from both the instructor and one another. Your participation grade is based a good faith effort to make contributions to the class. There are multiple ways to contribute meaningfully to the class. Participation is counted when you engage in class discussions, ask a question about something you did not understand, ask a question that came up while reading for the class, make a comment about the content in class, and actively participate in individual and/or group activities.

In addition to the coming to class prepared to participate, you are expected to exhibit excellent scientific behavior. Excellent scientific behavior includes but is not limited to, excellent teamwork, conflict solving behavior, and collaboration.

I will take attendance at the beginning of class. Arriving late and/or failing to participate in class may result in an absence for the day (see below). Remember, arriving late to class is disruptive, but, if you are

running late, I would rather you come to class late than miss an entire day. If you are habitually late to class, you will be penalized – if you are more than 5 minutes late, 4 or more times throughout the semester it will count as an absence. This means the fourth time you arrive late, it will count as an absence; the fifth time you arrive late counts as another absence and so on.

Coming to class prepared means you have completed the readings and other assignments **before** class. You should be prepared to discuss, work in small groups, and complete other activities in class. If you do not or cannot participate because you are unprepared, this may count as an absence. If you are asked to leave class because you are sleeping or because of some other disruptive behavior, this will also count as an absence.

How will absences affect my grade?

Want to do well in class? Come. To. Class. You can't learn anything if you do not show up. At the very least you might learn something by accident! And, hey, if you already made that far and got to class, you may as well get something out of it!

By best advice for success in this class, in any class, and in life – just show up!

The Good. You can miss up to 4 class sessions and it will not affect your grade. These are absences that do not require documentation. If you are absent, **it is your responsibility to contact me about anything you may have missed in class.** When you miss two classes, you will receive a notification via Starfish which will enable you to access any resources you may find helpful.

The Bad. When you miss 5 or more classes it will affect your grade. **If you miss 5 or more classes, the highest grade you can earn in the course is a C.** Miss 6 classes, and the highest grade you can earn is a D. If you miss 7 classes, you will fail the course. These are absences that are undocumented and therefore unexcused. *Documented medical and family emergencies are considered excused absences and will not count against you.*

ONLINE PSYCHOLOGY LAB (8 @ 25PTS EACH)

The Online Psychology Laboratory (OPL) is an online resource provided by the APA which enables you to participate, online, in classic and current experiments from all areas of cognition. You will complete 8 experiments from this repository that will help reinforce concepts from the class. This will give you firsthand experience with some of the effects and concepts we discuss and it will provide data for us to analyze in class.

Please note that technical reasons for not completing the labs will not be accepted- be sure to give yourself enough time to complete the lab so you can deal with computer problems. Also note that you can complete all the labs at the beginning of the class if you prefer. When you complete a lab you will be given a number. You will enter that number into an assignment on BB as proof of participation, along with a brief summary of what you did. As long as we can find your number in the results for an experiment AND you provide the brief description you will receive full credit.

COGNITION IN THE WILD (4 @ 50PTS EACH)

For this assignment you will identify a relevant current event, news story, or cultural phenomenon (e.g., The Dress, Yanny v. Laurel) from a reputable source that has a connection to a topic discussed in class. You must describe the cognitive process or theory and explain how it relates to the current event or can be applied to a real-world situation. Assignments will be 1-2 pages, double-spaced. You must include the source article and submit your assignment on BB.

CLASSIC STUDY PROJECT (200 PTS/ 100 PTS – GROUP; 100 PTS INDIVIDUAL)

Over the course of the semester, you will be completing a group research project that closely examines a foundational theory in cognitive psychology. For this research project, you will begin by selecting a classic study from a list provided to you. You will create an annotated timeline that highlights key developments that have led to the current state of the theory. At the end of the semester, you will present your topic to the class, propose a viable future research question and explain your methodological approach. Note that your grade on the project will consist of both individually and group graded assignments. The total amount of group points you earn will also depend on feedback from your group members about your individual contributions to the classic study project. More details about the project will be provided on BB.

EXAMS (2 @ 100PTS EACH/1 @ 200 PTS)

You will complete 4 exams throughout the semester. The first 3 exams are worth 100 points each. The fourth exam will be cumulative and is worth 150 points. Exam questions may include multiple-choice, short-answer, and short-essay. The content may include all topics from lectures, the textbook, and outside readings (included things not explicitly discussed in class). If you are not able to take an exam during the scheduled exam time due to illness or other approved absence, it is your responsibility to provide documentation and to schedule a makeup exam as soon as possible.

MAKE-UP EXAM POLICY

You must provide a valid and documented reason to be eligible for a make-up exam. You should do everything you can to make sure you are in class for the scheduled exam date. It is your responsibility to make arrangements with me to retake your exam.

PSYCHOLOGY DEPARTMENT POLICIES

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.siu.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 ensure 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>.

SERVICES FOR STUDENTS NEEDING ACCOMMODATIONS

It is the policy and practice of 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 contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

POLICY ON INCOMPLETE GRADES

It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the professor. If a professor agrees to give a student an INC grade, the professor and the student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the professor, and the Department of Psychology secretary will keep one copy. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the grade will be changed from INC to F.

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 it 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.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.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: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE PSYCHOLOGY DEPARTMENT TWITTER

By following our department's Twitter page (@SIUEpsychology) you will be able to get announcements, find out what is happening in the department, and learn more about recent psychology news. Also, this is also a great way to stay connected with the Department of Psychology after you graduate from SIUE.

SIUE POLICIES AND STATEMENTS

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.

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 or quarantine. 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.

SERVICES FOR STUDENTS NEEDING ACCOMMODATIONS

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

DIVERSITY AND INCLUSION

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witness`ed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ADDITIONAL SUPPORT

ACADEMIC AND OTHER STUDENT SERVICES

As an enrolled SIUE student, you have a variety of support available to you, including:

[Lovejoy Library Resources](#)

[Financial Aid](#)

[Academic Success Sessions](#)

[ACCESS](#)

[Tutoring Resource Center](#)

[Cougar Cupboard](#)

[The Writing Center](#)

[Campus Events](#)

[Academic Advising](#)

[Counseling Services](#)

If you find that you need additional support, please reach out and let me know.

COUGAR CARE

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling 618-650-2842.

STUDENT SUCCESS COACHES

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

TECHNICAL SUPPORT

It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

OTHER RESOURCES

LOVEJOY LIBRARY
PHONE: 618.650.4636

WEB: <http://www.siu.edu/lovejoylibrary/>

COMPUTER LABS

WEB: <http://www.siu.edu/its/labsclassrooms/>

TECHNOLOGY SUPPORT O LOVEJOY LIBRARY ROOM 0005

PHONE: 618.650.5500

EMAIL: help@siu.edu

WRITING CENTER - MUC –STUDENT SUCCESS CENTER 1254

PHONE: 618.650.2045

WEB: <http://www.siu.edu/lss/writing/index.shtml>

The schedule is subject to change at the instructor's discretion. Changes to the schedule may be announced in class or on BB. If substantial changes need to be made to the schedule, a revised reading and assignment schedule will be posted on BB.

All assignments must be submitted on BB – no exceptions. Assignments emailed to me will not be accepted (if you think you had an issue submitting to BB and you want to double-down and make sure the assignment is received on time, then you can email it to me just to be safe). Written assignments (profile project, discussion assignment, take-home exam response) will be submitted to Turnitin via BB.

All assignments are due on BB BEFORE class on the date it is listed. If you submit an assignment during class time or later, it is late!

Day	Date	Topic	Readings	Assignments
T	8/22/2023	Welcome!	Syllabus	
Th	8/24/2023	Intro to Cognition	CH 1 Miller (2003) WATCH: https://www.youtube.com/watch?v=8UhQoYBPfpQ	Create a profile and register for OPL; OPL: RT Color Due 8/27
T	8/29/2023	Cognitive Neuroscience	Ch 2 Cooper and Shallice (2010)	OPL: Word Recognition
Th	8/31/2023			
T	9/5/2023	Perception	Ch 3	OPL: Ponzo Illusion
Th	9/7/2023			
T	9/12/2023	Attention	Ch 4 Lin & Huang (2017)	OPL: Dichotic Listening (requires headphones)
Th	9/14/2023			Project: Research Question
T	9/19/2023			CW 1
Th	9/21/2023	Catch-up and Review for Exam		
T	9/26/2023	Exam 1		
Th	9/28/2023	STM and WM	Ch 5 Baddeley (2001)	OPL: Numerical Memory
T	10/3/2023			
Th	10/5/2023	LTM: Structure	Ch 6	Project: annotated timeline
T	10/10/2023			
Th	10/12/2023	LTM: Processes	Ch 7 Enders and Renkl (2015)	OPL: Self-reference
T	10/17/2023			Project: Methods
Th	10/19/2023	Everyday Memory and Errors	Ch 8	OPL: Facial Recognition
T	10/24/2023			CW 2
Th	10/26/2023	Catch-up and Review for Exam		
T	10/31/2023	Exam 2		
Th	11/2/2023	Language	Ch 11 Miller (1990)	OPL: Lexical Decision

T				Project: Rough Drafts for Feedback (optional)
	11/7/2023			
Th	11/9/2023			
T	11/14/2023			
Th	11/16/2023	NO CLASS		CW 3
T	11/21/2023	NO CLASS – THANKSGIVING BREAK		
Th	11/23/2023	NO CLASS – THANKSGIVING BREAK		
T	11/28/2023	JDM	Ch 13	
Th	11/30/2023			Final Projects
T	12/5/2023	Project Presentations		
Th	12/7/2023	Catch-up and Review for final Exam		CW 4
T	12/12/2023	FINAL EXAM WEEK (TIME TBD)		
Th	12/14/2023	FINAL EXAM WEEK (TIME TBD)		