

Cognitive Psychology
Psychology 208-001
Syllabus
Spring 2020

Dr. Paul Rose (prose@siue.edu)
Alumni Hall 1126
618-650-3353

Location: Science East, 3254
Time: 8-9:15; T & Th
Instructor: ~~Dr. Thad Meeks~~

Office: ~~Alumni Hall, Rm. 0133~~
Office Hours: ~~2:30-3:30 (M, T, W)~~ & by appt.
Email: ~~jmeeks@siue.edu~~; **Phone:** 650-3438

After class

Undergraduate Teaching Assistant #1: Ryan Holsapple: Email: rholsap@siue.edu

~~Undergraduate Teaching Assistant #2: Cheyenne Keller: Email: chekell@siue.edu~~

Required Course Materials:

Goldstein, E.B. (2015). *Cognitive psychology: Connecting mind, research, and everyday experience* (4th ed.). Thompson-Wadsworth.

Overview. 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 research, 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). There will be several informal discussions throughout the semester about the topics we cover. I hope to provide you with the foundational principles in cognitive psychology so that you may put the more contemporary findings in perspective.

Notes. I will lecture using only images. I want you to closely listen to the lecture and try to discern the important concepts. I find that active note-taking leads to active learning which will benefit you come test time. I will post the lecture notes after the given class period. However, it is not wise to just rely on these without actively taking notes in class. In order to encourage active note-taking, I will offer participation points (discussed below). My best advice for studying is to read the assigned material before class, take active and thoughtful notes during lecture, and then use all of this material with the posted notes to study for the quizzes/exams.

Formal requirements and grading. There will be three closed-book, closed-note exams (the dates can be found on the class schedule). The first two exams will count 24% apiece (240 points each). The last exam (final exam) will have a small cumulative part. The final exam will be worth 27% (270 points). The exams will cover material presented in lectures and in the book. Note that some material will come from both book and lecture, but some will come from lecture only and some will come from book only. I will announce this distribution in class. I generally try to have an online review before each test and I will announce the date and time of these in class. I will also keep a running study guide that I will update

shortly after each class. That way you can be sure you are grasping the important concepts and can contact me if you are not (you can email, come to my office, or call). **If you miss an exam for any reason, your opportunity to make up the missed exam will be during the final exam session at the end of the semester (immediately after you complete the last exam). However, you must inform me in advance (at least 24 hours) if you intend to make up an exam during the final exam period. Only documented emergencies (e.g., medical, family) will be considered after this 24-hour window.** Note that this may not be the same exam taken during the regular class period, but will be of equal difficulty. If you miss the last exam for any reason not previously approved, you will earn a zero on the final. Please note that the last exam will be given on the date scheduled by the university for final exams, and you may not take the last exam at any other time without a pre-approved excuse.

There will also be three quizzes during the course of the semester which will cover previous lectures and readings (the dates and material covered for each quiz can be found on the class schedule). You will have to be present in class to take these quizzes unless the absence is excused. **The quizzes will be given during the first 5 minutes of class so make sure you are on time.** These quizzes will help you in two key ways. First, it will help motivate you not to wait until the last minute to begin studying. Second, research in memory has demonstrated that taking frequent quizzes is a better strategy than study alone (McDaniel, Andersen, Derbish, & Morrisette, 2007). Each quiz will be worth 40 points each for a total of 120 points (12% of your final grade).

You will need to write one article summary this semester that will be due on March 7 in class. You can pick any article that relates to cognitive psychology. You will write a 3-4 page (double-spaced) paper that summarizes the article. **You must include a hard copy of the article itself with the summary.** In this summary, I am looking for you to address the following four things: the topic of the article, the conclusions of the article, how the article relates to what we have discussed in class, and your critique of the article (i.e., what did you agree/like about the article and what did you disagree/not like about the article). **THE SUMMARY MUST BE IN YOUR OWN WORDS!** The article summary will be worth 100 points (10% of your grade). Late papers will have 20% deducted for each 24 hr increment they are late. In other words, after a paper is due, it will be docked 20% until 8 am the next day (when it will be docked 40%, etc.). **NO WORK WILL BE ACCEPTED ELECTRONICALLY (i.e., via email) UNLESS INSTRUCTED OTHERWISE BY ME.**

Finally, on 11 days of class, I will ask a very brief participation question at the end of class. You will be able to use your notes to answer this question. If you get the answer correct, you will receive three participation points. I will only count 10 of the participation questions, thus giving you leeway to miss one day/question. Each participation question will be worth three points for a total of 30 points.

Extra Credit: There will be an opportunity for a *small amount* of extra credit. I will discuss the details more in class. Please remember that extra credit is always optional, and is awarded in terms of points on top of your final point total. Please do not count on this to rescue you from a bad grade. The extra credit will only get you so far.

The breakdown of grading is as follows:

Exam 1	240 points	24%
Exam 2	240 points	24%
Exam 3 (Final)	270 points	27%
Quizzes	120 points	12%
Article Summary	100 points	10%
Participation	30 points	3%
Total	1000 points	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

Please note that a strict policy will be adopted regarding extensions, late papers, missed exams and quizzes, etc.: all will be penalized unless a clear and pressing case can be made for medical reasons. Moreover, you may not submit work for this course that has been submitted, or is to be submitted, for credit in another course (some exceptions to this rule exist and you should consult the instructor(s) if you have any doubt).

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".

Attendance: Although I will not explicitly take attendance, I strongly recommend coming to class. There will often be material presented in class that is not presented equivalently in the book. In addition, I will expand on the notes in ways that cannot be fully captured if just relying on the posted notes. In addition, absences could result in deductions for your assignments (quizzes, participation points, etc.). Absences MUST be accompanied by a documented excuse or must be explained well in advance to the professor to avoid penalty for an assignment and /or to be allowed to make up an assignment.

Blackboard: I will utilize Blackboard for several different purposes. The syllabus will be posted as well as the lecture notes after the relevant class period. I will also post study and review material. I will keep a running lecture concept sheet. This will be updated at least by the day after every class and will serve two purposes. First, you can use it after each class period to make sure you understand the key concepts from that lecture. Second, you can use it as a study guide for each exam. The lecture concept sheet is only intended as a guide for the lecture material and will not cover all book material. In addition, I will post grades and any relevant announcements. **The bottom line is that you should check Blackboard frequently.**

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.siue.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.

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.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 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 during the next class period (or an equivalent time period). You will receive a 25% deduction if this occurs.

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.

Office Hours: I have set office hours listed at the top of the syllabus. However, if you cannot meet at that time, simply email or come talk to me and we can arrange another time.

Cell Phones: Please be respectful and turn them off or on silent. It is only annoying for everyone else and embarrassing for you. In general, please be courteous to everyone in class.

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

Day #	Date	Topic	Readings	Other Notes
1	Jan 14	Introduction to Class	Syllabus	
2	Jan 16	Introduction to Cognitive Psychology	Ch. 1	
3	Jan 21	Introduction to Cognitive Psychology	Ch. 1	
4	Jan 23	Cognition and the Brain: Basic Principles	Ch. 2	
5	Jan 28	Cognition and the Brain: Basic Principles	Ch. 2	
6	Jan 30	Perception	Ch. 3	Quiz #1 (Ch. 1 - 2)
7	Feb 4	Perception	Ch. 3	
8	Feb 6	Attention	Ch. 4	
9	Feb 11	Attention	Ch. 4	
10	Feb 13	Catch-up and Review		
11	Feb 18	Exam #1 (Ch. 1 - 4)	Exam #1 (Ch. 1 - 4)	Exam #1 (Ch. 1 - 4)
12	Feb 20	Short-Term and Working Memory	Ch. 5	
13	Feb 25	Short-Term and Working Memory	Ch. 5	
14	Feb 27	Long-Term Memory: Structure	Ch. 6	

15	Mar 3	Long-Term Memory: Structure/ Long-Term Memory: Encoding and Retrieval	Ch. 6/Ch. 7	
16	Mar 5	Long-Term Memory: Encoding and Retrieval	Ch. 7	Quiz #2 (Ch. 5-6): Article Summary Due in Class
	Mar 10	NO CLASS		
	Mar 12	NO CLASS		
17	Mar 17	Everyday Memory and Memory Errors	Ch. 8	
18	Mar 19	Everyday Memory and Memory Errors	Ch. 8	
19	Mar 24	Knowledge	Ch. 9	
20	Mar 26	Knowledge	Ch. 9	
21	Mar 31	Catch-up and Review		
22	Apr 2	Exam #2 (Ch. 5 - 9)	Exam #2 (Ch. 5 - 9)	Exam #2 (Ch. 5 - 9)
23	Apr 7	Visual Imagery	Ch. 10	
24	Apr 9	Visual Imagery	Ch. 10	
25	Apr 14	Language	Ch. 11	
26	Apr 16	Language	Ch. 11	
27	Apr 21	Problem Solving	Ch. 12	Quiz #3 (Ch. 10-11)
28	Apr 23	Problem Solving	Ch. 12	
29	Apr 28	Reasoning and Decision Making	Ch. 13	
30	Apr 30	Reasoning and Decision Making	Ch. 13	
31	May 4, (8– 9:40 am)	Final Exam (8– 9:40 am)	Final Exam (8– 9:40 am)	Final Exam (8– 9:40 am)