

Cognitive Psychology  
Psychology 208-001  
**Syllabus**  
**Spring 2021**  
**Asynchronous Online Course**

**Instructor:** Dr. Thad Meeks

**Office Hours:** By Appointment on Zoom

**Email:** [jmeeks@siue.edu](mailto: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](mailto: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. 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 lectures broken into three parts. These will be posted on Blackboard by the given Saturday at 8 am. Each video will vary in length, but each part will be approximately 45 minutes long. The entire week's lecture material will average around 2 hours in length. 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. **I will post any images I use in my lectures by 8 am on Saturday.** 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.

**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. 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.

**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. **While the information from this material will not explicitly be on the mini-exams, it should help you more deeply encode the information from lecture.**

**Blackboard Discussions.** For all sections, you will participate in a weekly Blackboard Discussion by making one post. **By Saturday 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. Then, you will also post a question of your own that builds upon your response to the previous question that you addressed. 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 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 15 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 5 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 and your response?; Is your question clear?; The last point will be awarded based on whether your question is 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 120 points apiece (see the detailed grade breakdown later in the syllabus). Each mini-exam will cover three sections which include information from the lectures and textbook readings. *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 24 scenarios related to cognitive psychology. For each scenario, you will be asked to choose the term associated with each scenario. The 24 scenarios will be randomly selected for each student out of a larger pool of scenarios. You will have 60 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. 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). You may use your notes and textbook, 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. I will provide a study guide for each mini-exam which will be set up in a manner in which you can test yourself before the mini-exams. This will be posted by 8 am of the Monday before a mini-exam.*

In addition to these five mini-exams, I will also offer an **optional cumulative final exam** during final's week. If you choose to take the final exam, it will replace your lowest mini-exam grade if your final exam grade is higher. Note that this does include missed exams. **Thus, if you miss a regular mini-exam for an excused reason, you will be able to replace the 0 grade with a score on the final exam.** This final exam will be of the same format as the other mini-exams, but will cover all of the material covered in class. The final exam will open up **at 8 am** on the last **Thursday** of final's week and will need to be completed by **11:59 PM that day**. This is due Thursday, instead of Friday, in order to give me enough time to get the grades computed before they are due. See the course schedule.

**Article Summary.** Each week (except the first and last week), I will post one journal article related to that week's topic **Saturday by 8 am**. The information from these articles will **NOT** be on the mini-exams. **Of these 13 articles, you will choose one article in which to summarize.** The purpose of this assignment is to give you an opportunity to read and think more in depth about a cognitive topic and to see how cognitive research is conducted. These articles will be posted the Saturday before the associated lecture by 8 am. **Each article summary will be due two Mondays later by 11:59 PM** (see the course schedule). *You will turn the assignment in as Microsoft Word file using Turnitin on Blackboard.* The summary needs to be between 2000 and 2500 words. *You will automatically lose 25 points if it does not reach the 2000-word requirement. If a summary is over 2500 words long, I will only grade the first 2500 words. There is NO specific format that you have to follow for the summary.* Once you turn in an article summary, that grade is final. You will **NOT** be able to makeup a summary grade with a later summary.

The summary will be worth 175 points (see the class grade system below). Of these 175 points, you will receive 25 points for each of the following seven criteria: 1. Clear and critical discussion of the overall topic of the article, 2. Clear and critical discussion of the general methodology of the article, 3. Clear and critical discussion of the general results of the article, 4. Clear and critical discussion of the conclusions of the article, 5. Clear and critical discussion of how the article relates to the class material from lecture and/or the textbook, 6. Clear and critical discussion of your overall critique (both positive and negative) of the article, and 7. Clear and critical discussion of a personal example that you can relate to the article. I would advise you to devote roughly an equal number of words to each of the seven grading components (around 300-350 words). And while I do expect you to be clear and think critically about each component, you do not have to be specific in terms of the precise methodological and result details, as long as you convey the main ideas. Please note that all work should be your own. You are **NOT** allowed to work together on these summaries. In addition, you should **NOT** just copy or rephrase what is in the article already. I will see that you did that on

**Turnitin if you do and will grade accordingly. While you do have multiple opportunities to complete your summary, I would not wait until the very end of the semester to complete it. You will have many other things going on then, both in this class and in others. As always, I am here to assist you.**

The breakdown of grading is as follows:

Blackboard Discussion	15 x 15 points = 225 points or 22.5%
Mini-Exams	5 x 120 points = 600 points or 60.0%
Article Summary	175 points = 17.5% or 17.5%
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 article summaries 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.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 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](mailto: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](http://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.
- 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 article summary.
- 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](mailto: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](mailto: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.**

<b>Week</b>	<b>Dates</b>	<b>Topic and Lectures</b>	<b>Other</b>	<b>Assignments</b>
1	Jan 19-Jan 22	Introduction to Class/Direction and Advice for Class Assignments/Critical Thinking Skills	Syllabus	Discussion Board #1: Opens – Jan 19 @8am, Closes- Jan 21 @ 11:59 PM
2	Jan 23-Jan 29	Introduction to Cognitive Psychology	Ch. 1	Discussion Board #2: Opens – Jan 23 @8am, Closes- Jan 28 @ 11:59 PM
3	Jan 30-Feb 5	The Cognitive Psychology of Learning and Everyday Life	None	Discussion Board #3: Opens – Jan 30 @8am, Closes- Feb 4 @ 11:59 PM  Article Summary #1 – Due Feb 1 @ 11:59 PM  Mini-Exam #1: Covers Weeks 1-3; Opens Feb 5 @8 AM, Closes – Feb 5 @ 11:59 PM

4	Feb 6-Feb 12	Cognitive Neuroscience	Ch. 2	<p>Discussion Board #4: Opens – Feb 6 @8am, Closes- Feb 11 @11:59 PM</p> <p>Article Summary #2 – Due Feb 8 @11:59 PM</p>
5	Feb 13-Feb 19	Perception	Ch. 3	<p>Discussion Board #5: Opens – Feb 13 @8am, Closes- Feb 18 @11:59 PM</p> <p>Article Summary #3 – Due Feb 15 @11:59 PM</p>
6	Feb 20-Feb 26	Attention	Ch. 4	<p>Discussion Board #6: Opens – Feb 20 @8am, Closes- Feb 25 @11:59 PM</p> <p>Article Summary #4 – Due Feb 22 @11:59 PM</p> <p>Mini-Exam #2: Covers Weeks 4-6; Opens Feb 26 @8 AM, Closes – Feb 26 @11:59 PM</p>
7	Feb 27-Mar 5	Short-Term and Working Memory	Ch. 5	<p>Discussion Board #7: Opens – Feb 27 @8am, Closes - Mar 4 @11:59 PM</p> <p>Article Summary #5 – Due Mar 1 @11:59 PM</p>
8	Mar 6-Mar 12	Long-Term Memory: Structure	Ch. 6	<p>Discussion Board #8: Opens – Mar 6 @8am, Closes- Mar 11 @11:59 PM</p> <p>Article Summary #6 – Due Mar 8 @11:59 PM</p>
9	Mar 13-Mar 19	Long-Term Memory: Encoding, Retrieval, and Consolidation	Ch. 7	<p>Discussion Board #9: Opens – Mar 13 @ 8am, Closes- Mar 18 @11:59 PM</p>

				<p>Article Summary #7 – Due Mar 15 @11:59 PM</p> <p>Mini-Exam #3: Covers Weeks 7-9; Opens Mar 19 @8 AM, Closes– Mar 19 @11:59 PM</p>
10	Mar 20- Mar 26	Everyday Memory and Memory Errors	Ch. 8	<p>Discussion Board #10: Opens – Mar 20 @8am, Closes- Mar 25 @11:59 PM</p> <p>Article Summary #8 – Due Mar 22 @11:59 PM</p>
11	Mar 27- April 2	Conceptual Knowledge	Ch. 9	<p>Discussion Board #11: Opens – Mar 27 @8am, Closes- April 1 @11:59 PM</p> <p>Article Summary #9 – Due Mar 29 @11:59 PM</p>
12	April 3- April 9	Visual Imagery	Ch. 10	<p>Discussion Board #12: Opens – April 3 @8am, Closes- April 8 @11:59 PM</p> <p>Article Summary #10 – Due April 5 @11:59 PM</p> <p>Mini-Exam #4: Covers Weeks 10-12; Opens April 9 @8 AM, Closes – April 9 @11:59 PM</p>
13	April 10- April 16	Language	Ch. 11	<p>Discussion Board #13: Opens – April 10 @8am, Closes- April 15 19 @11:59 PM</p> <p>Article Summary #11 – Due April 12 @11:59 PM</p>
14	April 17- April 23	Problem Solving and Creativity	Ch. 12	<p>Discussion Board #14: Opens – April 17</p>

				<p>@8am, Closes – April 22 @11:59 PM</p> <p>Article Summary #12 – Due April 19 @11:59 PM</p>
15	April 24-30	Judgments, Decisions, and Reasoning	Ch. 13	<p>Discussion Board #15: Opens – April 24 @8am, Closes- April 29 @11:59 PM</p> <p>Article Summary #13 – Due April 26 @11:59 PM</p> <p>Mini-Exam #5: Covers Weeks 13-15; Opens April 30 @8 AM, Closes – April 30 @11:59 PM</p>
16	<b><u>Thursday, May 6</u></b>	<b><u>Optional</u></b> Cumulative Final Exam	<b><u>Optional</u></b> Cumulative Final Exam	<p>Optional Final Exam: Covers Weeks 1-15; Opens <b><u>Thursday, May 6</u></b> @8 AM, Closes – <b><u>Thursday, May 6</u></b> @11:59 PM</p>