

## About the Instructor

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Office Hours: On Zoom (<https://siue.zoom.us/my/paulrose>) on Thursdays from 8:15 – 10:15, or by appointment.

## Welcome

My favorite thing about teaching cognitive psychology is that every topic can be applied to improve your quality of life. A successful person is always learning, no matter what stage they are at in life. The more you learn about how your brain processes information (e.g., attention, memory, decision making), the more efficiently you can improve your skills.

## Bio

Something unique about me is that I am both a psychology professor and an associate dean. About 90% of my job is checking and approving academic changes at SIUE, but I still make time to teach one course each semester. For more detail on my background, see <https://www.siue.edu/education/psychology/faculty/rosebio.shtml>.

## Teaching Philosophy

Students learn best when they are actively building knowledge rather than just trying to passively absorb it. Cognitive psychology experiments show us how important “deep processing” is compared to “shallow processing”. My job as a professor is to be both directive (e.g., show you what to focus on, advise you on how to learn more efficiently) and supportive (e.g., listen, encourage, advise).

## Communicating with the instructor

Students often notice that I am quick to reply to emails. Some things are too complex for email, so I will occasionally suggest that we chat via Zoom rather than sending long messages back and forth. My work as an administrator, and my family responsibilities, make each day a little unpredictable, but the following are generally true:

- Monday through Friday, I check email (and phone messages) roughly six times per day between 7 am and 6 pm.
- Saturday and Sunday, I check email once in the morning, and rarely do much grading, unless I’ve gotten behind on grading during the work week.
- My (phone) voicemail sends audio recordings to my email inbox, so I get emails and voicemails equally quickly.

## About the Course

### Course description

This course offers a broad survey of cognitive psychology. Topics covered include attention, perception, language, reasoning, decision making, and especially memory.

### Prerequisite knowledge and credit hours

Prerequisite: PSYC 111. Credit Hours: 3.

## Course goals and objectives

1. Recognize that human information processing can be studied scientifically.
2. Identify differences between cognitive and other kinds of psychology.
3. Analyze evidence-based principles of human information processing.
4. Practice applying cognitive psychology to help people learn and persuade others more effectively.

## Course textbook

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

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

## Other course materials

Through Blackboard (<https://bb.siue.edu>), I will link to any additional learning materials you will need. For example, through Blackboard, I frequently assign you required YouTube videos to watch.

## Course requirements

### Course activities/assessments

Vital instructions and announcements for this course are posted on Blackboard at <https://bb.siue.edu>. Be sure to carefully follow all instructions on Blackboard for each module. While I have planned this course carefully and don't expect to make any urgent changes, if any changes are necessary, they will be described in Blackboard announcements. (Announcements posted to Blackboard that are very time-sensitive will be forwarded to your SIUE email.) Therefore, it's crucial that you check Blackboard almost daily and pay attention to your SIUE email.

### Submitting work

Detailed instructions for submitting work will be posted on Blackboard.

### Online discussions

For every module in this course, you will participate in an online discussion forum. Details about what to post will be on Blackboard. Discussion forum participation for each module will be graded as follows:

- 5 points = Perfectly followed directions. Wrote clearly and concisely. If applicable, showed understanding of what professor or classmate(s) said in their reply/replies.
- 4 points = Followed directions. Minor writing errors but meaning was clear. Showed some understanding of any reply/replies.
- 3 points = Followed most, but not all, directions. Writing is mostly clear. Showed some understanding of any reply/replies.
- 2 points = Followed directions only approximately.
- 1 point = Posted something, but did not follow directions (e.g., writing was off-topic and very sloppy).
- 0 points = Did not post.

### Online class behavior

Success in this course requires that you strictly adhere to all deadlines. You are expected to post and reply to discussions promptly, consistent with the requirements contained within the course syllabus and discussion rubric shown above.

It is essential that our class discussions promote the respectful exchange of ideas. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities.

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communication in college courses gives you practice for communicating effectively in your profession, so write as if your comments will be printed in a newspaper.
- **Communicate** effectively.
  - Proofread before submitting.
  - Do not use all caps or multiple punctuation marks (!!!, ???, etc.), because these features would not be appropriate for business correspondence (and are therefore not appropriate in college writing).
  - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways that explain your disagreement constructively. It's fine to disagree—just explain that while the other person's idea has merit or is understandable, you don't agree with it for well-explained reasons.
- **Keep the conversation on topic.**

## Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

## Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

## Course and University policies

### Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. 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. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

### Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin](#).

## Grading

Module 1 (syllabus and studying tips) quiz	5 points
Module 1 (introduction yourself) discussion	5 points
Module 2 (neurons and lobes) worksheet	5 points
Module 2 (prosopagnosia) discussion	5 points
Module 3 (pain perception) worksheet	5 points
Module 3 (bottom-up and top-down processing) discussion	5 points
Module 4 (distraction and studying) worksheet	5 points
Module 4 (limits of human attention) discussion	5 points
Exam 1	30 points
Module 5 (short-term memory) worksheet	5 points
Module 5 (Rubik's cubes and working memory) discussion	5 points
Module 6 (implicit long-term memory) worksheet	5 points
Module 6 (propaganda/mere exposure effect) discussion	5 points
Module 7 (memory) quiz	5 points
Module 7 (anterograde vs. retrograde amnesia) discussion	5 points
Module 8 (emotions and memory) worksheet	5 points
Module 8 (false memories) discussion	5 points
Module 9 (Dunning-Kruger effect) worksheet	5 points
Module 9 (expertise) discussion	5 points
Exam 2	30 points
Module 10 (imagery-based mnemonics) discussion	5 points
Article summary paper	30 points
Module 11 (imagery and language) quiz	5 points
Module 11 (aphasias) discussion	5 points
Module 12 (restructuring) worksheet	5 points
Module 12 (applications of problem-solving research) discussion	5 points
Module 13 (bias blind spot) worksheet	5 points
Module 13 (overcoming confirmation bias) worksheet	5 points
Exam 3	30 points
Total	225 (not 245) points*

\*The two lowest worksheet grades will be dropped, so you do not need to worry about neglecting one or two worksheets. The two lowest discussion grades will also be dropped, so you don't need to worry about neglecting one or two discussions either. Grades will be recorded in the gradebook on Blackboard.

## Grading scale

The letter-grade thresholds will be at the X0.00% mark in this course, as usual. For example, to receive an "A" your percentage must be 90.00% or higher. To receive an F, your percentage must be below 60.00%.

## Grading rubric[s]

The grading rubric for the article summary paper is included in the paper instructions on Blackboard. The grading rubric for participation in online discussions is described on p. 2 above. Worksheets are graded on a pass/fail basis (full credit will be given as long as the worksheet is submitted on time with serious answers), as described in the instructions for the first worksheet.

## Feedback and grading timeline

Each discussion board grade will be posted, with an explanatory note when applicable, within 48 hours of the discussion due date. Your article summary paper grade and rubric will also be posted within 48 hours of the due date. Quiz and exam grades should appear in the gradebook within minutes of completion. You can find your grades by clicking the My

Grades link on the left menu of the Blackboard course. If there is a rubric or note attached to the assignment, you can click your score to see feedback.

### **Late or Missed Assignments**

This is an intensive, eight-week class. In such classes, the grading burden on professors is heavy, and the risk of students falling behind and harming their learning is high. Therefore, deadlines will be enforced more strictly than usual. The penalty for submitting something after a deadline is a 20% grade reduction for each solar day the assignment is late. For example, making a discussion post 3 minutes after the deadline reduces the grade by 20%; submitting it in 27 hours later reduces the grade by 40%.

### **Regular and Substantive Interaction**

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the Faculty Resources for Regular and Substantive Interaction webpage.

## **COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)**

### **Health and Safety**

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.siu.edu/policies/Covid.shtml>

### **Classrooms, Labs, Studios, and Other Academic Spaces**

Under current University policy, SIUE will only require masking in campus healthcare settings. See, <https://www.siu.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>.

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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**

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siu.edu/coronavirus) website (<https://www.siu.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - o Fever (100.4 degrees or above) or chills
  - o Cough
  - o Shortness of breath or difficulty breathing
  - o Fatigue
  - o Muscle or body aches
  - o Headache
  - o New loss of taste or smell
  - o Sore throat
  - o Congestion or runny nose
  - o Nausea or vomiting
  - o Diarrhea

## **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 alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.

## **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](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel: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.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed 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](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](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](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to your professor or advisor.

### Cougar Care

Students can make an appointment with Counseling Services by visiting [cougarcare.siue.edu](http://cougarcare.siue.edu) or by calling [618-650-2842](tel: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 are in a situation that is preventing you from being successful in the classroom, please use [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

Plan to submit your work well in advance of each deadline, with the assumption that last-minute problems are likely. You are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur and work around temporary problems (e.g., by visiting a library with computers and internet access while your computer is being repaired). Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto: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.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time well in advance of the deadline

## Course Schedule

Week	Learning Activities	Assignments	Due Dates
<b>Week 1</b> (Introduction and cognitive neuroscience)	+ Study syllabus and textbook Chapter 1 + Watch Module 1 mini-lectures	+ Post in discussion forum (topic: introduce yourself) + Complete Module 1 Quiz (focused on syllabus and “Apply Learning Science to Study More Effectively (Studying Tips).docx”)	Each week’s work is due by Sunday at 11:59 pm CST.
	+ Study textbook Chapter 2 + Watch Module 2 mini-lectures	+ Submit neurons and lobes worksheet + Post in discussion forum (topic: prosopagnosia)	
<b>Week 2</b> (Perception and attention)	+ Study textbook Chapter 3 + Watch Module 3 mini-lectures	+ Submit pain perception worksheet + Post in discussion forum (topic: bottom-up and top-down processing)	To accommodate <a href="#">Murphy’s Law</a> , submit all required work well in advance of the deadline.
	+ Study textbook Chapter 4 + Watch Module 4 mini-lectures	+ Submit distraction and studying worksheet + Post in discussion form (topic: limits of human attention)	
<b>Week 3</b> (Exam 1 and short-term and working memory)	+ Study for exam	+ Complete <b>Exam 1</b> well before deadline (because you need to start the next module this week as well)	
	+ Study textbook Ch. 5 + Watch Module 5 mini-lectures	+ Submit short-term memory worksheet + Post in discussion forum (topic: Rubik’s cubes and working memory)	
<b>Week 4</b> (Long-term memory topics)	+ Study textbook Ch. 6 + Watch Module 6 mini-lectures	+ Submit implicit long-term memory worksheet + Post in discussion forum (topic: propaganda/mere exposure effect)	
	+ Study textbook Ch. 7 + Watch Module 7 mini-lectures	+ Complete Module 7 Quiz + Post in discussion form (topic: anterograde vs. retrograde amnesia)	
<b>Week 5</b> (Everyday memory and errors, knowledge)	+ Study textbook Ch. 8 + Watch Module 8 mini-lectures	+ Submit emotions and memory worksheet + Post in discussion forum (topic: false memories)	
	+ Study textbook Ch. 9 + Watch Module 9 mini-lectures	+ Submit Dunning-Kruger effect worksheet + Post in discussion form (topic: expertise)	

Week	Learning Activities	Assignments	Due Dates
<b>Week 6</b>  (Exam 2 and visual imagery)	+ Study for exam	+ Complete <b>Exam 2</b> well before deadline (because you need to start the next module this week as well)	
	+ Study Ch. 10 + Watch Module 10 mini-lectures	+ Submit <b>article summary paper</b> + Post in discussion forum (topic: imagery-based mnemonics)	
<b>Week 7</b>  (Language and problem solving)	+ Study Ch. 11 + Watch Module 11 mini-lectures	+ Submit Module 11 quiz + Post in discussion forum (topic: aphasias)	
	+ Study Ch. 12 + Watch Module 12 mini-lectures	+ Submit restructuring worksheet + Post in discussion forum (topic: practical implications of problem solving research)	
<b>Week 8</b>  (Decisions and reasoning, Exam 3)	+ Study Ch. 13 + Watch Module 13 mini-lectures	+ Submit bias blind spot worksheet + Post in discussion forum (topic: overcoming confirmation bias)	
	+ Study for exam	+ Complete <b>Exam 3</b> and then celebrate	

### Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.