

COGNITIVE PSYCHOLOGY (PSYC 208-701)
Summer 2022
May 30 – July 1

Instructor: Dr. Betsy Meinz (emeinz@siue.edu)

Office hours: M – TH 1-2PM, and by appointment (via Zoom, see link on Bb)

Welcome to cognitive psychology! In this class, you will learn about key areas of cognitive psychology through individual study, readings, lecture, and in-class exercises. Expect to learn a great deal of information in this class, but also expect to stretch your own ability to learn and to critically evaluate how you and others **think**. This course will help you to understand the cognitive processes (e.g., perception, attention, memory, and problem solving) that shape our everyday lives, with a strong emphasis on the importance of empirical research as a basis for explaining cognition.

BASIC CLASS INFORMATION

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 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.

Required Materials (See Textbook Services)

Goldstein, E.B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Thompson-Wadsworth.

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

CLASS WORKLOAD FOR THIS SUMMER COURSE

This is a 5-week summer class, and therefore you can expect to spend 18-27 hours *per week* on this course (you would typically spend 6-9 hours per week on a 15-week, Fall or Spring course). This time will be spent reading, taking quizzes, doing activities, watching online lectures, adding to class discussion, and taking exams. Make sure that you have the dedicated time and resources to devote to this class. Given the workload of summer classes, you are advised to take no more than 1 other course concurrently with this course.

COURSE OBJECTIVES

- ✓ After successfully completing this course, you should be able to:
- ✓ explain the nature and scope of Cognitive Psychology
- ✓ understand the research methods used to study Cognitive Psychology, and how research informs theory
- ✓ deconstruct a thought process into a hierarchy of component parts
- ✓ understand the current science on cognitive processes and how theories are used to better advance our understanding of these processes
- ✓ think critically about cognitive psychology and its applications

THE STRUCTURE OF THIS CLASS (Items in red are for points)

This course is arranged into *modules* (in most cases, each module = 1 chapter). For each module, you will do the following (more detailed instructions appear on Bb and/or later in the syllabus):

1. **Read** the associated chapter/readings. I strongly suggest that you first skim the chapter, then reread the chapter, and while doing so take notes using the chapter outline (i.e., headings in the chapter). *This is vital to performing well on the quizzes and exams.* Also, pay CAREFUL attention to the directions on BB, as sometimes I tell you that some portions of the chapter do not need to be read.
2. **Watch/listen to the lecture(s)** There will be a lecture, or a few lectures, for each module. You can watch them before or after the quizzes. The quizzes are based on the readings but sometimes watching the lectures will help you better understand the book info (other times the lectures supplement the book material). Take notes. Stop when needed to write down additional information. Answer the quiz questions provided in the lectures to deepen and strengthen your learning. The goal of these lectures is to increase your depth of knowledge and to get you thinking about the topics that you've just learned (i.e., *knowledge*) about.
3. **Complete any online activities** For each module, you'll complete activities, watch a video, or do something brief to give you even more ideas for the discussion. You can complete these before or after the quiz.
4. **Take (and retake, and retake) quiz** Online quizzes are posted for each module. Research shows that quizzing yourself on material is one of the best ways to learn it (even better than "studying", "rereading", etc.). The quizzes are timed so that you don't have unlimited time to look up every answer. However, if you've taken a few pages of notes during the readings/lecture, you can use these to quickly remind yourself of the information. The quizzes are designed to test your *knowledge* (what we cognitive psychologists call "semantic memory"). You should make sure that you know the key terms, categories, and concepts fluently—this is what the quizzes will test. If you can take the quizzes easily without looking at your notes, you have enough *semantic memory (knowledge)* of the topic to proceed to the parts of the course that require higher-level thinking. There are 14 quizzes (one per module) with each worth 5 points: **14 x 5 = 70 quiz points.**
5. **Discuss** Participation in the online discussion is vital to your understanding of course material. More detail about discussion is provided later in the syllabus and on Bb. The quality of your discussion posts will be rated each week, with a total possible of 30 points per week. **30 x 5 = 150 discussion points.**
6. **Weekly Exams** You will have open-book, open-note exams in this course (one per week). These exams will be essay in format--in other words, they will include NO multiple-choice or fill-in. You'll be required not only to demonstrate your *knowledge* of the topics in this class, but to demonstrate that you can apply/expand on/compare and contrast and *think critically about* the knowledge you've gained in this class. Taking an essay exam is a process that allows you to demonstrate your knowledge but also helps you learn the material even better by thinking critically about it. Each exam (except the last exam) will post on Friday morning and be due on Sunday morning end of day. **5 exams x 75 points = 375 exam points**

GRADES IN THIS CLASS

All of your grades will be recorded in terms of points (**595 possible**). Your grade will be assigned based upon a 90% (A), 80% (B), etc., grading system. I only consider rounding when a student has demonstrated exceptional effort on all work.

CLASS POLICIES

Communication If I need to contact you, I will do so via SIUE email. You are responsible for checking your SIUE email daily.

Late work / Extensions These are unprecedented times, and sometimes stuff happens. I can be flexible if needed as long as it's not a recurring issue, and as long as you give me as much notice as possible. Also, please be professional and specific in your requests for such exceptions.

Important university dates for this term:

Consult this page for withdrawal dates for this term: <https://www.siue.edu/registrar/index.shtml>

Departmental policy on Incomplete grades, pass-no pass option, and withdrawal All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. 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.siue.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.

Academic Honesty ANY case of academic dishonesty (e.g., cheating on a quiz or 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 midterm/final 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).

Departmental policy on plagiarism Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.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.siue.edu/education/psychology/plagiarism.shtml>. Note that you are not allowed to use the previous exams/quizzes of any former students in this course; doing so constitutes plagiarism.

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/lss/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 with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain. Note that this policy applies to your discussion posts and your exams. If an exam is returned to you because of a violation of the writing policy, 20 points will be deducted from the second attempt.

Statement on Disabilities 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 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.

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 actively engage in your course discussions; I will not *lead* the discussions, but I will chime in to keep them on track, and to ensure they are deepening your understanding of course material.
- I will provide timely feedback on your work so that you can improve your performance and learning in the course.
- I will respond to your emails or discussion posts (when directed at me) within 12-18 hours (depending on the time sent/posted). 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.

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 likely contribute to the discussion boards each day M-F.
- You will demonstrate your knowledge of *all* course materials provided in the exams.
- You will show integrity and honesty in your work.
- You will respond to emails or discussion questions (when directed at you) within 12-18 hours, and you will reach out to Dr. Mainz 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.

SCHEDULE (the Instructor reserves the right to change the schedule if necessary, but fair warning will be given)****NOTE: MUCH MORE DETAIL IS GIVEN IN THE "ABOUT THIS COURSE" SECTION OF BLACKBOARD********DEADLINES ARE ALL "END OF DAY"—THAT IS, 11:59PM****

	Modules Covered	Deadlines
Week 1	<ul style="list-style-type: none"> • 1-A: Intro to classmates, the class, and the technology • 1-B: The Cognitive Psychology of Learning • 1-C: Intro to Cognitive Psych (Ch 1) 	<p>Tues end of day: Discussion & Quiz 1-A</p> <p>Thursday end of day: Discussion & Quiz 1-B</p> <p>Friday end of day: Discussion & Quiz 1-C</p> <p>Sunday end of day: Exam 1 (opens Fri)</p>
Week 2	<ul style="list-style-type: none"> • 2-A: Cognitive Neuroscience (Ch 2) • 2-B: Perception (Ch 3) • 2-C: Attention (Ch 4) 	<p>Tues end of day: Discussion & Quiz 2-A</p> <p>Thursday end of day: Discussion & Quiz 2-B</p> <p>Friday end of day: Discussion & Quiz 2-C</p> <p>Sunday end of day: Exam 2 (opens Fri)</p>
Week 3	<ul style="list-style-type: none"> • 3-A: STM/WM (Ch 5) • 3-B: LTM: Structure (Ch 6) • 3-C: LTM: Encoding, Retrieval, Consol. (Ch7) 	<p>Tues end of day: Discussion & Quiz 3-A</p> <p>Thursday end of day: Discussion & Quiz 3-B</p> <p>Friday end of day: Discussion & Quiz 3-C</p> <p>Sunday end of day: Exam 3 (opens Fri)</p>
Week 4	<ul style="list-style-type: none"> • 4-A: Everyday Mem & Mem Errors (Ch 8) • 4-B: Visual Imagery (Ch 10) • 4-C: Language (Ch 11) 	<p>Tues end of day: Discussion & Quiz 4-A</p> <p>Thursday end of day: Discussion & Quiz 4-B</p> <p>Friday end of day: Discussion & Quiz 4-C</p> <p>Sunday end of day: Exam 4 (opens Fri)</p>
Week 5	<ul style="list-style-type: none"> • 5-A: Problem Solving (Ch 12) • 5-B: Judgment, Decision Making, and Reasoning (Ch 13) 	<p>Tues end of day: Discussion & Quiz 5-A</p> <p>Thursday end of day: Discussion & Quiz 5-B</p> <p>Friday end of day: Discussion & Quiz 1-C</p> <p>Sunday end of day: Exam 5 (opens Thurs)</p>

ONLINE DISCUSSION

In a course like this, learning takes place individually through readings and activities, and collectively through discussion. **DO NOT UNDERESTIMATE THE VALUE OF THE DISCUSSION.** Discussion is where the critical thinking takes place, where you are forced to really flesh out your ideas and views, and understanding of the material, while using the course materials (and to a lesser extent, your personal experience) as evidence. Discussion also allows you to take a peek into the critical thinking of your classmates; in this way, you learn from each other.

As the instructor, I will facilitate student discussions in order to guide your learning. I will not, however, address every single post—the discussion will occur among students. I might share a related idea, give an example, redirect when the discussion goes off-track, ask follow-up questions on posts for which more *depth* is needed, or summarize student comments together to help deepen student learning. Remember that the primary discussion is to be *between students*.

What will we discuss?

If you've taken an online course before, you've probably contributed in an online discussion. I've taught online now for many years, and I've used discussion in many ways. For this particular class (and for this type of material, I believe that the best way to use discussion is to provide prompts that have no right answer, and that allow students to "drive the bus". Here's how.....

Each week, you will be a part of a discussion group (half of the class). There will be 5 discussion prompts for that week, and these threads will always be the same:

- a) **REAL-WORLD EXAMPLE:** *Provide and explain* real-world examples (articles, videos, images, songs, quotes, etc.) of concepts/terms from one of this week's modules.
- b) **CONCEPT MAP:** *Create* a concept map that includes concepts from this week's modules (and any previously-covered concepts, or even concepts from other classes, that you want to include)
- c) **UNDERSTAND / DON'T UNDERSTAND:** *Choose* a core topic from one of this week's modules. *Write* a one-paragraph, layperson's explanation of a concept (or concepts) that you fully understand in your own words. Then *identify* another concept (or concepts) from the same module that you don't fully understand, explaining fully what you do and don't understand.
- d) **SCIENCE!** *Describe and explain* the basic method and results of a research study on a topic related to one of this week's modules that you find interesting. You should get this article from PSYCInfo (more explanation in Bb).
- e) **MOST USEFUL / INTERESTING:** *Tell* us about the most useful or interesting thing(s) you learned in this module, and why.

Note that you are not required to post in all 5 each week.

Do I need to make initial posts and then follow-up posts (i.e., respond to my classmates)?

The short answer is *no*. If you are the first person in a discussion, you are the initial poster. If you're not first, you need to read everyone else's posts, and continue the conversation. You should acknowledge what others have said in your post, and you can choose to build on it if you wish, or you can choose to acknowledge what they said and then take the discussion in a different direction...*just as would happen in a real conversation*. If someone's already said *the exact thing you were going to say*, then find something new, or elaborate in a way that expands/furtheres the discussion. If someone says they understand A but don't understand B, then trying to explain their B as your "understand" topic is great, but you can't just say "I don't understand that either" as your "don't understand" topic. Come up with something else or elaborate in a way that furthers the discussion or takes it in a different direction.

How will posts be graded?

First and foremost, you'll get feedback on your posts to help you develop your Discussion skills along the way. I will be on the discussion boards *heavily* in the first few days of the class so that I can send you individual emails if I have any immediate cause for concern based on your posts. Then you'll get one discussion post grade each week (30 points). This is how grades will be assigned:

A grade of **A (27-30 points)** will be assigned when a student has posted at least 4 substantive (at least 150 word) posts that demonstrate knowledge of a variety of concepts and *advance and expand the knowledge of the class*. Posts must be “on time” (first by TU end of day, second by TH end of day, and third by FR end of day), and at least one post must be made on the material for each module. Active engagement throughout the discussion period also must be demonstrated via follow-up posts.

A grade of **B (24-26 points)** will be assigned when a student has posted at least 3 substantive (at least 150 word) posts that demonstrate knowledge of a variety of concepts and *advance and expand the knowledge of the class*. Posts must be “on time” (first by TU end of day, second by TH end of day, and third by FR end of day), and at least one post must be made on the material for each module. Active engagement throughout the discussion period also must be demonstrated via follow-up posts. A grade of **C (21-23 points)** will be assigned when a student has posted at least 3 posts, but they fail to meet at least one of the criteria above (substantive, advance/expand knowledge, on time, on all modules, active engagement).

A grade of **D (18-20 points)** will be assigned when a student has posted at least 3 posts, but they fail to meet at least two of the criteria above (substantive, advance/expand knowledge, on time, on all modules, active engagement).

In short, you need to do these things to earn an A on a discussions:

- ✓ Demonstrate that you read your book, listened to the lecture, and did the activities in your post. In other words, **SHOW OFF YOUR KNOWLEDGE**.
- ✓ Demonstrate that you can push your knowledge further—to find examples of the concepts in the real-world, to connect concepts, to explain what you know/don't know, to learn more, etc.
- ✓ Demonstrate that you have read and thought about your classmates' posts.
- ✓ Use good grammar/spelling/punctuation (I strongly encourage you to write your posts in a word processor and then paste them into the Discussion Board so that you can spell/grammar-check)

NETIQUETTE

If you've never participated in an online discussion before, here are some points about etiquette on the 'net.

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 wasn't proofread for tone, and wasn't meant to offend. If you're irritated with a post, you might wait a little before posting a too-hasty reply that you'll regret later. Unless the author specifically says they're 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 don't make disagreements personal. Agree to disagree in your exchanges of information and opinions. Keep your interactions with others friendly, especially when you're getting to know each other.

6. Use Emoticons (☺, ;), ☐, etc.)

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's 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 posting, take a moment to reread your text before submitting. If it's 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's no way to "take back" what you wrote.
