Cognitive Psychology
(PSYC 208)

Course Syllabus – Winter 2025

COURSE INFORMATION

Quick Info

Course Number:	PSYC 208
Credit Hours:	3 credit hours
Course Format	Online, Asynchronous
Instructor:	Ashley Abraham, PhD
Office Hours:	TBA and by appointment
Office Location:	Alumni Hall --- 0136
E-mail:	ashabra@siue.edu
Prerequisites:	Undergraduate level PSYC 111 Minimum Grade of D
Required Textbook and Software available through Cengage Open Access:	COGNITIVE PSYCHOLOGY: CONNECTING MIND, RESEARCH, AND EVERYDAY EXPERIENCE, GOLDSTEIN Coglab 5 (https://coglab.cengage.com/index.shtml)

Course Description

"Every act of perception is, to some degree, and act of creation, and every act of memory is, to some degree, an act of imagination." – Oliver Sacks

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

Learning Outcomes

By the end of this course, it is expected that students will be able to:
1. Explain the nature, scope and history of cognitive psychology
2. Describe the major psychological concepts and theories in cognitive psychology
3. Understand the idea of humans as information processors
4. Articulate the research methods used to study the major theories, principles and concepts in cognitive psychology
5. Critically evaluate theories and research in cognitive psychology.

6. Understand how to use scientific information about how we think and learn to improve study habits

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

Course Tools
- **Blackboard (BB)**: Primarily a "classroom" space
  - Assignments
  - Course Material
  - Other resources
- **CogLab** (via Cengage Mindtap): You will access CogLab via BBCengage provides a suite of tools available to you as a student in this course. You will use CogLab to complete online psychology experiments.
- **Microsoft Teams**: Primarily a communication space. I recommend downloading and installing the app on your computer instead of using the browser version
  - Ask questions here
  - Work on group projects
  - Office hours
- **Microsoft Office**: download and install here, https://www.siue.edu/its/office365/install.shtml

Statement on Sensitive Content
Some of the topics covered in this course will touch on sensitive issues. These include but are not limited to, mental illness such as anxiety and depression, including information on suicide, trauma and abuse, identity-based violence. Although you are not expected to share personal information in class, discussing these issues as a group is unavoidable. Please take the time to care for yourself and seek assistance at Counseling Services. You can learn more about their services by visiting https://www.siue.edu/counseling/. I also encourage you to speak with me. You do not need to share why the topic may be distressing, but by alerting me that you may not be able to participate during particular discussions, we can then work together to find alternate ways for you to engage with course topics.

COMMUNICATION AND TECHNOLOGY

Communicating with the instructor
Please address me as Dr. Abraham, Professor Abraham, or Prof. Abraham. If you have questions, the **best way to get in touch with me is MS Teams**. Please post in the "Help Me!" channel unless your question is personal or very specific to you, in which case you can direct message me on Teams. Email is also an option, but I get bombarded by email everyday so I'm more likely to miss an email. I will do my best to respond within 24 hours on weekdays.

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

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

Drop-in hours

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

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

Schedule a meeting

You will use an online scheduler to book meetings outside of drop-in hours (link on BB). My availability is listed. Select the type of meeting (in-person or virtual) and the length of the meeting (15 or 30 minutes). Then, use the calendar to check availability on the day you'd like to meet. Find a time that works for you and leave me a brief description of what you would like to discuss. If you select a virtual meeting, I will call you via Teams at the scheduled time.

Teams Message

You can message me on Teams by typing @ashabra in the search bar or use @ashabra in a channel and I'll get a notification! Questions about technology issues are usually more appropriate for ITS, but I will do my best to address the issue.

Technology Requirements: Students Need…

1. A reliably working computer that runs Windows or Mac OS. Tablets and smart phones might work for some things in this course, but we can't guarantee they will work for everything. Chromebook laptops are also problematic. If you do not have a working computer that runs Windows or Mac OS, contact Information Technology Services about borrowing a laptop from the university. There are also computers for student use in the library.
2. Reliable internet access on a regular basis.
3. Functional SIUE e-mail, Teams and Blackboard accounts
4. Microsoft Office 365 (Word and PowerPoint)
5. To use a word processor, such as MS Word, to compose assignments, and be able to use tracked changes and comments from your instructor
6. To use a slide presentation program such as MS PowerPoint
7. To attach files to emails and upload them to Blackboard
8. Know how to give files meaningful names, and store them in meaningful folder structures on your computer (this will be very important in this course – make sure you know how to do it)
9. To be able to navigate websites and course materials
10. Know how to reach out to tech support staff when issues arise and troubleshoot to resolve problems

Submitting Work

All work will be submitted via Blackboard. For writing assignments, be sure to upload a Microsoft Word document (not a PDF, .pages, shared document or any other format). We will be using tracked changes and comments in Word documents to give you feedback for your research papers.

AI Use Policy

Light Assistance with Non-Substantive Tasks. In this course, students must be the primary and majority authors of text, code, analysis, and all course work products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning outcomes of the course (see this link for more information https://www.siue.edu/faculty-center/resources/Syllabus-symbols.pdf). Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. All assignments will be submitted via Turnitin, a tool with embedded AI detection.

COURSE EXPECTATIONS

You are expected to be an active participant in your learning. This means you will:

- Complete readings and assignments on time
- Communicate with me about questions and issues related to the course
- Contact help@siue.edu with your questions related to Blackboard and other technical difficulties.

You are expected to be a good citizen of the classroom. This means you will:

- Cooperate in creating a safe, inclusive, and productive course climate

ASSESSMENTS AND GRADING

Grading System

Grading in this course is a hybrid of traditional grading and labor-based grading models. If you have never heard of labor-based grading, it is a grading structure that focuses more on effort and the learning process than producing strictly right or wrong answers. Effectively, a labor-based grading system means that if you do the work that is asked of you, you are guaranteed a B on the assignment, even if you make mistakes.

The reason I like to use this kind of grading system is because it encourages critical thinking without heavily penalizing mistakes. I feel that we need to be free to try, take risks, make mistakes, without worrying too much about grades or point totals. The labor-based system allows for more of this freedom and flexibility than traditional grading models.

IN A NUTSHELL, HERE'S WHAT YOU'LL BE ASKED TO DO…

- Take exams

- Complete a group project in stages with feedback along the way

- Do some homework assignments

- Attend or watch lectures and complete related activities and demonstrations

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

Please note it is your responsibility to keep track of your performance in the course. Grades are calculated on a percentage (i.e., no rounding) based on the number of points you've earned. Please see the assessments below for more information about how to earn points, particularly for lecture activities and homework assignments.

The traditional elements

Each assessment has a specific point total associated with it. You need to earn a certain number of points to earn a certain grade [see below]. For exams, you earn points for correct answers. Project assignments are graded based adherence to the requirements, like in a traditional grading system, but assuming you've done what was asked of you and made an effort on the assignment, you are guaranteed to get a least a B. Exemplary work earns a higher score. If you do not adhere to the requirements, or submit rushed, sloppy or incomplete work, you will earn a grade lower than a B on the assignment.

Non-traditional, labor-based elements

As mentioned above, project assignments that meet the minimum requirements earn a minimum grade of a B. Project assignments that do not meet the minimum requirements will earn a grade lower than a B.

Now, here's where it gets a little strange….

In addition to the exams and project, you will complete both lecture activities (small, in-class assignments or in online course, post-lecture assignments) and homework assignments.

Lecture activities

To earn full credit (or 200 points) on lecture activities, you must **attend or view the lectures and participate in 80% of the activities**. These assignments should not be labor intensive and are intended to demonstrate the concepts presented in the lectures. They are graded based on completion. There are 20 lectures and activities. Completing 80% means that you need to complete

16 of the 20 activities satisfactorily. This means you can skip 4 throughout the semester or, if for some reason, you did not get a satisfactory score on a previous activity, you can make it up later on a different one. If you follow the instructions and put in a minimal amount of effort, you should have no problem completing these activities.

Homework assignments

You need to **earn a total of 300 points on homework assignments but how you get there is up to you!** AND if you start strong on the homework assignments, you can earn additional points without doing additional assignments!

- There are three different types of homework assignments to choose from: Chapter quizzes, CogLab online experiments, and Cogtemplations See explanations of each below; details on BB.

- You can pick from each of these categories to reach the 300 points. It is possible to earn all 300 points with Coglab assignments but **I recommend that you complete all of the chapter quizzes and use Coglab and Cogtemplations to earn the remaining points** [see *retrieval practice* and *the testing effect* in your textbook].

- Due dates for all homework assignments are on the course schedule and BB.

What's this about additional points?

Earn 80% or higher on 80% of the homework assignments and you will automatically get full homework credit.

Here's how this works:

- If you are earning at least 80% of the points on every homework assignment, when you get to 240 homework points, you will get the other 60 points 'free' or said another way, you will earn 100% of the homework points.

- If you are earning at 80% on some assignments but below 80% on others, then earning the free points depends whether you've passed most of the assignments. 'Most' here means 80% of the assignments you've submitted. This means that if you bomb one assignment, it's fine – do another one to make up for it and you can still get the 'free' points!

- If you are doing the assignments but not earning an 80% on any of them, you will need to continue to complete assignments to reach 300 points – no free points but if you complete enough of the homework assignments, you can still earn all of the points in this category.

Assessments for Final Grade

Assessments	Course Outcomes	Percent of Final Grade	Points
Exams (3 @ 100 pts each)	1-6	30%	300
Classic Studies Project: • Annotated Timeline [30 pts, group grade] • Question and Method [40 pts, group grade] • Introduction and Conclusion [70 pts, individual grade] • Presentation [40 pts, group grade] • Collaboration [30 pts, individual grade]	1, 2, 4, 5	20%	200
*Lecture Activities	2-5	20%	200
**Homework Assignments		30%	300
Chapter Quizzes (10 @ 15 pts each)	1-6		[150]
CogLab Online Psychology Labs (8 @20 pts each)	2, 4, 5		[540]
Cogtemplations (6 @ 25 pts each)	1 – 5		[150]
		TOTAL POINTS	1000

*Note. Complete 80% (16/20) of the activities to get full credit (200pts) for lectures activities.
**Note. 300 points is needed to satisfy the homework requirement. Points can be earned across all three categories. You will only need to complete some of these assignments. See the labor-based grading section regarding homework.

Assignments

Late Policy

No late assignments will be accepted. This course will move extremely quickly – there is no time to catch up if you fall behind. There are however multiple due dates and opportunities throughout the semester to earn homework points and you only need to complete 80% of the lecture activities so if you miss one or two, it will not impact your grade. Group project assignments are group graded and out of respect for your group members, need to be completed on time. Exams must be completed as scheduled or you must reach out prior to the exam to request a make-up exam. If you are facing challenges turning in assignments due to significant life events during the semester, it is your responsibility to communicate with the instructor as soon as possible.

Submitting Assignments

Written assignments, including components of the classic studies project, must be submitted via BB unless otherwise specified. Make sure you see the assignment for specific instructions on where to submit, file naming, and requirements. Assignments emailed to me will not be accepted!

Exams (3 @ 100pts each)

You will complete 3 exams worth 100 points each. The third exam will be cumulative. Exam questions may include multiple-choice, short-answer, and short-essay. The content may include all topics from lectures, the textbook, and outside readings (included things not explicitly discussed in class). If you are not able to take an exam during the scheduled exam time due to illness or other approved

absence, it is your responsibility to provide documentation and to schedule a makeup exam as soon as possible.

*Note: YOU WILL BE REQUIRED TO USE LOCKDOWN BROWSER TO COMPLETE YOUR EXAMS

Make-up Exam Policy

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

Classic Study Project (200 pts)

Over the course of the semester, you will be completing a research project that closely examines a foundational theory in cognitive psychology. For this research project, you will begin by selecting a classic study from a list provided to you. You will create an annotated timeline that highlights key developments that have led to the current state of the theory. You will then propose a viable future research question and explain your methodological approach. Finally, you will write an introduction and conclusion section to accompany your question and method.

Video Lectures & Activities (20 @ 10pts each)

There will be two lecture videos each week. These cover the main content of the course. Each lecture has an associated activity. Activities are intended to demonstrate concepts from the lecture and are grade for completion. Lecture activities are due on Tuesdays @ 8:00am. New content will be made available on Tuesday mornings.

Homework

There are three different options for homework assignments outlined below. More details are available on BB. You will select which assignments you would like to complete.

Homework Options	What is it?	How do I do it?	How many can I do?	When is it due?
Chapter Quizzes [15 pts each]	Traditional quiz with questions from each chapter [multiple-choice, true/false, matching ect.]	Complete on BB, in the chapter folders	10 of 10 [150 pts]	At the end of the week in which that chapter is covered
Coglab Assignments [20 pts each]	Traditional quiz on the experiment [concepts + methods]	Access experiment on BB on the CogLab page; complete associated assignment on BB, in the Coglab assignment folder	15 of 15 [160 pts]	Before the exam that covers the Coglab concepts
Cogtemplations [25 pts each]	Brief written assignment [< 500 words] using a cognitive concept to explain a real-world event or phenomena	Submit on BB as a word document named, 'YourLastName_CT1.docx'	6 of 6 [150 pts]	Before the exam that covers the Cogtemplations concepts; 2 per exam period

CogLab Online CogLab Experiments (25pts each)

CogLab is a Cengage resources aligned with your textbook that enables you to participate, online, in classic and current experiments from all areas of cognition. You may complete a maximum of 15 CogLabs. The experiments you participate in will help reinforce concepts from the class. This will give you firsthand experience with some of the effects and concepts we discuss.

Cogtemplations (6 @ 25pts each)

[p.s., former names for this assignment include cognition in the wild and knowledge application assignment, abbr. KAA – if you have suggestions, please help 😊]. For this assignment you will identify a real-world phenomena – something that happens or has happened in the world – provide an example and use cognitive concepts to explain it. The example should be from a relevant current event, news story, or cultural phenomenon (or pop-cultural!) from a reputable source. Cultural phenomenon is loosely defined – memes, tik tok videos, even a bumper sticker a student saw in a parking lot and snapped a picture of have all been used as excellent examples in Cogtemplations assignments.

You must describe the cognitive process or theory and explain how it relates to the current event or can be applied to the real-world situation. Assignments will be 1-2 pages, double-spaced. You must include references for examples or provide an example where applicable and submit your assignment on BB.

Preparation and Participation

Active participation in the class enhances learning by extending your knowledge of lecture material and demonstrations, and by applying it in group discussions. In addition to active participation in your own learning, you are expected to exhibit excellent scientific behavior. Excellent scientific behavior includes but is not limited to, excellent teamwork, conflict solving behavior, and collaboration.

Active participation means you have completed the readings before the lectures and that you do the lecture activities. It also means coming to group meetings for your project prepared to contribute and with all agreed upon work completed.

PSYCHOLOGY DEPARTMENT POLICIES

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:

- o clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
- o verb tense consistency
- o clear and unambiguous sentences and ideas
- o writing that is free of typos, spelling errors, and major grammatical errors
- o properly formatted paper including headings, citations and references, per the 7th edition of the APA manual

This is by no means an exhaustive list of basic writing skills. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus

(http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml).

Here are some additional considerations for quality college-level writing in any discipline…

- Clear, direct organizational structure
- Has a clear thesis statement
- Paragraphs are well structured around main ideas
- Provides evidence and analysis
- Uses direct, appropriate language
- Concisely and precisely written
- Uses the appropriate vocabulary for your audience
- Includes a conclusion

Course Writing Policy
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 not grade your paper. If more than three writing errors are found on any one page of a written assignment, grading will stop, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.

AI Use Policy

UNACCEPTABLE USE OF AI IS A FORM OF PLAGIARISM AND IS SUBJECT TO THE SAME ACAEMIC SANCTIONS. See the plagiarism policy below.

In this course, students must be the primary and majority authors of text, code, analysis, and all course work products and assignments. Students must keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. Assignments will be submitted via Turnitin, a tool with embedded AI detection

About Generative AI
Generative artificial intelligence tools [software that creates new text, images, computer code, audio, video, and other content] have become widely available [e.g., ChatGPT for text and DALL-E for images]. This policy governs all such tools, including those released during our semester together.
<u>You are prohibited from using generative AI tools on assignments in this course. You are prohibited from using any form of AI to complete exams.</u>

If you use generative AI tools, remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, <u>relying on a generative AI tool may result in your submission of inaccurate content</u>. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

Permitted Uses

Use of AI tools to check grammar or style are permitted. When you are unsure, please ask BEFORE using an AI tool. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part was completed by the AI [see below].

For my class, a responsible use of any AI-based tools in completing coursework or assessments must be done in accordance with the following:

- You must **complete the AI Use Log** on [see BB]. It is your responsibility to document your interactions with AI and to maintain a record of your authorship. My recommendation is to screen shot and save everything just in case (i.e., what prompts you used, what answers were produced, where, why, and how).
- You must be transparent in how you used the AI-based tool, including what work is your original contribution. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work.
- This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies. You must clearly cite the use of AI-based tools in your work. Any work that utilizes AI-based tools in any way must be clearly marked as such, including the specific tool(s) used. For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/"
- You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws.
- You must not use AI-based tools to cheat on assessments.
- You must not use AI-based tools to plagiarize without citation.

In this class, unacceptable uses of artificial intelligence (AI) assistance will be treated the same as plagiarism and/or an academic dishonesty violation.

Some examples of acceptable and unacceptable uses are provided but this list is not exhaustive. If in doubt, ask.

Acceptable AI use or assistance includes:	Unacceptable AI use or assistance includes:
Brainstorming a topic	Using AI to draft entire essays or complete unfinished portions of an assignment
Generating search terms or keywords for research	Using AI to write or rewrite significant portions of a text [i.e., several sentences in a paragraph]
Formatting citations (keep in mind that AI often includes incorrect quotations and citations within a text)	Using AI to summarize primary material source material [e.g., article summaries]. Rewording an AI generated summary is *still* plagiarism.

Finding errors and receiving general suggestions for improving without using AI tools to explicitly compose an essay or text	Using entire sentences suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, https://chat.openai.com/).
Searching for specific information as one would do with search engines, browsers, and databases	Improperly crediting AI tools for any artistic piece used for illustrative purposes
Generating AI artwork, audio, images, or videos with proper credits to the AI tool used	Failing to document appropriate use of AI

In this class, I permit students to use ChatGPT for the following types of tasks:
- Outlining content
- Providing background knowledge (with the understanding that ChatGPT is often wrong—just read Wikipedia; it's better for this anyways)
- Checking grammar and syntax
- Creating materials [i.e., survey items, sentences, images] for research experiments

Potential consequences for inappropriate use of AI
Depending on the nature and severity of the offense, students will be subject to one or more of the following consequences:

- Meet with instructor to develop a learning plan including clear resubmission due date and consequences for failing to resubmit, likely a 0 on the assignment
- Removal from group project and 20% reduction in total project score
- Zero on the assignment and plagiarism report to the Provost
- Zero on the research project and plagiarism to the Provost
- Fail the course, plagiarism report to the Provost

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.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 ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Policy on Incomplete Grades

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

Writing Policy

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:
- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)
- verb tense consistency
- clear and unambiguous sentences and ideas
- writing that is free of typos, spelling errors, and major grammatical errors
- properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills, but it will give you an idea of what we are looking for in your papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet

the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Psychology Department Twitter

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

SIUE POLICIES AND STATEMENTS

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.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.siue.edu/policies/3c1.shtml.

Services for Students Needing Accommodations

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

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

Diversity and Inclusion

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

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

ACADEMIC AND OTHER SUPPORT SERVICES

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

ACCESS

Cougar Cupboard

Campus Events

Counseling Services

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

Cougar Care

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

Student Success Coaches

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

Technical Support

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

Other Resources

Lovejoy Library
PHONE: 618.650.4636

WEB: http://www.siue.edu/lovejoylibrary/

Computer Labs
WEB: http://www.siue.edu/its/labsclassrooms/

Technology Support – Lovejoy Library Room 0005
PHONE: 618.650.5500

EMAIL: help@siue.edu

Writing Center - MUC –Student Success Center 1254
PHONE: 618.650.2045

WEB: http://www.siue.edu/lss/writing/index.shtml

Course Schedule

Cognitive Psychology

(PSYC-208)

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

All assignments must be submitted on BB or Teams as described in the assignment – no exceptions. Assignments emailed to me will not be accepted.

All assignments are due on Tuesdays at 8:00am on the date it is listed unless otherwise noted.

Week	Topics	Assignments and Learning Activities	Due
Week 0	Welcome to the course! What is cognitive psychology?	Read the syllabus **About you survey** Watch the course welcome video	
Week 1	Introduction to Cognition Cognitive Neuroscience Perception Attention	Read Chapters 1 –4 Watch lectures 1.1 – 4.2 **Complete lecture activities 1.1 – 4.2** *complete homework [quizzes, Coglabs, cogtemplations] **Article summaries** **EXAM 1**	12/23/25
Week 2	Immediate Memory LTM Structure and Processes Everyday Memory	Read Chapters 5 – 8 Watch lectures 5.1 – 8.2 **Complete lecture activities 5.1 – 8.2** *complete homework [quizzes, Coglabs, cogtemplations] **Question and Methods** **EXAM 2**	12/30/25
Week3	Language Judgements and Decision-making	Read Chapters 11 and 13 Watch lectures 1.1 – 3.2 **Complete lecture activities 1.1 – 3.2** *complete homework [quizzes, Coglabs, cogtemplations] **Project Presentation** **FINAL EXAM**	1/4/26 [Sunday @ midnight]