



**PSYCHOLOGY 331
COGNITIVE PSYCHOLOGY
COURSE SYLLABUS
FALL 2016**

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Welcome to Cognitive Psychology! Since each of you has spent a number of years honing your academic prowess, I am expecting a scholarly approach and inquisitiveness toward cognitive psychology. This course will use many experimental principles and tools learned previously in other courses and in your own life experiences, so you can be both integrative and analytical in dealing with cognitive issues.

“Cognitive psychology refers to all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used.” (Neisser, 1967)

As Neisser’s definition above suggests, the cognitive psychology field is dedicated to a study of the mind. How do we acquire information from the environment? How do we transform that information and represent it internally? How do we use that information to respond? In short, what are the internal workings of the mind? These questions are central to cognitive psychology and will serve as the starting point of our exploration of this fascinating topic.

One important characteristic of cognitive psychology is its attempt to apply a scientific approach to the study of the mind. (This characteristic is what largely separates cognitive psychology from other fields, like philosophy, that have pondered questions of the mind for centuries.) If you think that building a “science of the mind” is a bold undertaking, you are right. We obviously cannot “see” the mind directly. Furthermore, our mental processes are incredibly complex. (As proof, note how incredibly difficult it is to build machines that do many “cognitive” tasks that we can do with little or no effort.) As a result, the questions we will be asking will be tough ones, and many of them will not have straightforward answers. However, this situation should not deter us. Coming to even a preliminary understanding of the mind will be of incredible applied significance to you in the “REAL WORLD.” Whether you are building better computers, training better employees, helping your people cope with crises, or simply trying to become a better leader, the insights of cognitive psychology are central to your task. Even more importantly, our minds are a huge part of who we are as people; therefore, an understanding of how our minds operate will lead us to a better understanding of ourselves and how we interact with the world around us.

Instructor: Justin Rueb
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Section: 1 MW(8-9:15) **Room:** D230 Science Bldg
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Required Texts

Ashcraft, M. H., & Radvansky, G. A. (2010). *Cognition*. (5th ed.). Boston: Prentice Hall.

Supplemental Texts

Francis, G., Neath, I., VanHorn, D. (2008). *CogLab 2.0 on a CD*. Canada: Wadsworth/Thomson Learning.

Course Policies

Unrestricted Joint Effort - For any assignment presented in this course, excluding in-class examinations, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. Any exceptions must be duly noted through proper documentation techniques. Failure to do so will result in a “zero” for the assignment.

Late turn-in policy - The policy for this unlikely event will be a **10% reduction** in your score for each day the paper is late. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency absence) will be worked out with your instructor.

Cell Phones and Electronic Recording Devices - All cell phones are to be silenced. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor.

Student's Rights and Responsibilities – Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URLs below:

<http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

or

<http://www.uwsp.edu/regrec/Pages/annualRightsNotice.aspx>

Course Withdrawal - Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

Academic Honesty – If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanction/UWSP 14, “Student Academic Standards and Disciplinary Procedures,” of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System. Copies of UWS/UWSP Chapter 14 are located at

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

and in paper form at The Office of Students Rights and Responsibilities, each residence hall, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean.

Emergency Response Guidance:

Medical Emergency. Call 911 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

Tornado Warning. Proceed to the lowest level interior room without window exposure at D-stairwell Science Building. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

Fire Alarm. Evacuate the building in a calm manner. Meet at west end of Gym (Swimming pool side). Notify instructor or emergency command personnel of any missing individuals.

Active Shooter: Run/Escape, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.”

Title IX. *Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.*

THE COURSE GRADING PROCESS

The best way to understand cognitive psychology is through discussion and hands-on experience. Consequently, I have incorporated several labs and quizzes as an integral part of the course. The combination of labs, quizzes, and in-class discussion will give you ample opportunity to display your knowledge and provide me with sufficient evidence to evaluate that knowledge throughout the semester. Four types of assessment will evaluate your success in PSYC 331, outlined below.

Classroom Attendance & Participation (CAP) Points (100 points) - CAP points account for 10% of a student’s grade in the course. These points, awarded at the end of the semester evaluates how well and how often a student participates in the class or provides items of interest to the instructor that can assist in another student’s learning. These points may also come from pop quizzes or unlisted outside assignments. Active oral participation is essential to do well in this portion of the grading. Should students fail to participate in class, they can expect to receive no better than **65 of 100 points**. You can also expect to be downgraded in this area for more than **two absences**. Two absences or less will result in a 50 out of 50 points for attendance.

Attendance is recorded daily and the student is awarded a daily score from (0-Slept in class/did not attend, 1-Failed to participate/refused to answer question when called upon or late to class, 2-participated when called upon, 3-active, voluntary participation). The participation portion of the grade will be calculated using an instructor-derived formula based on your daily score total.

Daily Questions (DQ) 100 points - To encourage daily preparation and to reward those who do prepare, students will answer 1-3 daily question(s) during each of the classes. Each question will be worth 4 points. A total of 25 questions will count toward your overall grade, although it is probable that more than 25 questions may be given. However, your maximum score for this area is 100 points. When answering your daily question, you may use any study notes that you made prior to class. Daily lesson slides that you bring to class do constitute notes. Photocopies of another's notes do not constitute note preparation on your part. You may **not** use your textbook for the daily question. If you miss a DQ(s), you will simply miss the question(s) for that day.

Quizzes (5 Quizzes @ 100 pts each; 500 points)

On the day after each unit of material, we will have a short quiz. These quizzes will cover the material addressed in the assigned readings. These quizzes will help you better understand the basic concepts of the class. Each quiz will consist of a brief Q/A session; each student taking the quiz individually; a re-take of the quiz in small groups; and a larger group discussion to increase understanding. Your quiz grade will be calculated by the following formula:

$$(2/3 \times \text{Individual Quiz}) + (1/3 \times \text{Group Quiz}).$$

Final Exam (300 points)

The final exam will consist of 60 multiple choice questions worth 5 points a piece and it will be comprehensive. Your work throughout the course should prepare you well for the final. As an added incentive, each student may prepare a 5" x 8" notecard (one side only) of each lesson's notes. The card is due to the instructor at the start of each class day for initialing. The students can use the notecards for use on the final. This policy means that each student can have a total of 13 notecards for the final, if they take advantage of this incentive. I have incorporated this policy as it helps students prepare for class and has been demonstrated to be very effective in the retention of course material (generation effect); a primary goal of this instructor.

Lab Write-ups (4 Write-Ups @ 10 points each for 40 points (extra credit))

Approximately every four classes, we will spend one hour of class developing a framework for understanding the material in that unit. To help us develop this framework, you can voluntarily participate in a cognitive psychology experiment relevant to the course material, and then answer a few questions about it. The experiments and some practice questions can be found in the supplemental *CogLab 2.0 on a CD* workbook. The book/disc can be purchased independently or borrowed from a former student. You must complete the relevant lab and answer the assigned questions prior to coming to class on the designated day. We will talk about the labs on that day of class. **The assignment is due at the start of class for which it is designated as being due. Since lab workbooks vary by edition, ensure that you are doing the lab by the title listed on the syllabus.** Once that due date has passed, you may no longer submit that lab. You may do as many as 4 of the labs for extra credit.

Bonus Points (15 Points maximum) - To encourage an in-depth reading and review of this syllabus and other course material, this instructor will award any student 1 point (up to a maximum of 15 points-1.5% of your grade) for any error that s/he discovers in any of the instructor's written documents. This policy does not apply to email. Notification of the error will be by email and should state what course and section you are in and the error (e.g., PSYC 331-Section 1: The word "eror" found on slide 2, line 2 of the normal distributions student lessons should be spelled "error."). Only the first individual who notifies the instructor of the error will receive the point. So as not to interrupt the class, students are to notify the instructor before or after class via email. E-mail is the acceptable method of notification as this provides this instructor with a traceable record for assigning the bonus points. Only students who email the error will get credit. Verbal notification is not enough, with the exception of quizzes and the final. For these examinations, the student must inform the instructor and then write the error and question number on the front of the examination to receive credit. However, if two students should have the same error listed, I will use the date/time of the message to indicate who was first. The instructor will keep a master copy of the student's name for each error for each document. Since I strive to produce the best product possible, this approach will help me reach a goal of zero errors in my materials. Should a student also receive a verbal bonus point in class, that student must again email the instructor reminding him of that bonus point award on that day. Delayed (**more than two days**) or non-notification could result in loss of the bonus point.

Course Grading Summary

<u>Requirement</u>	<u>#</u>	<u>Points</u>	<u>%</u>	<u>Score</u>	<u>Cumulative Total</u>
CAP	1	100	10	_____	_____
Quizzes	5 @	100 points ea.	500	50	_____
DQ	25 @	4 points ea.	100	10	_____
<u>Final</u>	1	300	30	_____	_____
Total		1000	100	_____	_____

Quiz 1 _____ **Quiz 2** _____ **Quiz 3** _____ **Quiz 4** _____ **Quiz 5** _____

Lab 1 _____ **Lab 2** _____ **Lab 3** _____ **Lab 4** _____ **Lab 5** _____ **Lab 6** _____

The Meaning of Grades in PSYC 331

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a contract grade schedule for this course would be inappropriate. Therefore, this course will not use a rigid contract for converting percentages to letter grades. However, the following guidelines will be used to assign points on essays and projects and will represent the minimal grade a student can receive for this effort.

A	95-100	B+	89 – 91.99	C+	78 – 81.99	D+	68 – 71.99
A-	92-94.99	B	85 – 88.99	C	75 – 77.99	D	64 – 67.99
		B-	82 – 84.99	C-	72 – 74.99	F	Below 64

BS 331 Schedule, Fall 2016

(All readings are from Ashcraft & Radvansky. All labs are in the CogLab 2.0 on a CD workbook.)

Date	Topic	Reading	Labs-Due Items	Lab PP
SEP		Chapter		
7	Intro/Course Orientation	1		
12	Methods in Cog Psych	2		NC1
14	Perception and Pattern Recognition	3		NC2
19	Perception and Pattern Recognition	3	Lab #1 - Visual Search	
21	Quiz #1 (10%)	1-3		
26	Attention and Automaticity	4		NC3
28	Attention and Automaticity	4	Lab #2 – Stroop Effect	
OCT				
3	Sensory Memory Short-term / Working Memory	5		NC4
5	Short-term / Working Memory	5	Lab #3 Brown-Peterson	(p. 43)
10	Short-term / Working Memory	5		
12	Quiz #2 (10%)	4-5		
17	Episodic & Long Term Memory	6		NC5
19	Episodic & Long Term Memory	6		
24	Semantic Memory	7	Lab #4 – Von Restorff Effect	NC6
26	Semantic Memory	7		
31	Memory in Natural Settings	8	Lab #5 – False Memory	NC7
NOV				
2	Memory in Natural Settings	8	Lab #5 – False Memory	
7	Quiz #3 (10%)	6-8		
9	Language	9		NC8
14	Language	9		
16	Language Comprehension	10		NC9
21	Language Comprehension	10	Lab #6 – Word Superiority	
23	TBA			
	Have a Great Thanksgiving			
28	Quiz #4 (10%)	9-10		
30	Decision Making	11		NC11
DEC				
5	Decision Making.	11/12		
7	Problem Solving	12		NC12
12	Problem Solving	12		
14	Quiz #5 (10%)	11-12		
20	Final: Tuesday (8-10 am)	1-12		