



PSYCHOLOGY 331-2: Cognitive Psychology
 Fall 2016
 3:35 – 4:50 Mon. & Wed.
 D230 Science Building

Instructor Contact Information:

Instructor: Robert J. Nemeth, Ph.D.

Office: D237 Science Building

Office hours: Tues. and Thurs. 1:00-2:00 p.m., and Wed. 11 a.m.-12:00 p.m., or by appt.

Phone: (715) 346-3070 (leave a voicemail with your name and number if I don't answer)

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Required Textbook

Matlin, M. W. (2013). *Cognition*. (8th ed.). Hoboken, NJ: Wiley.

General Philosophy of Teaching

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology, including alternative and minority views.
- Help my students develop the following skills that typify an educated adult:
 - organizational skills
 - critical thinking skills
 - verbal and writing skills
 - quantitative skills
- Emphasize **partnership** in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

Goals/Objectives

Cognitive Psychology (PSYC 331) will introduce you to research, theory, and application of the branch of experimental psychology that focuses on human and animal cognition. The class will cover the topics of attention, pattern recognition, memory, metacognition, knowledge organization, decision-making, problem solving, and language.

Below I enumerate the goals of the class along with associated APA Learning Outcomes in parentheses (see <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>)

By the end of the semester you will

1. understand what the major questions in cognitive psychology are and how psychological research has helped answer these questions (APA Learning Outcome 1.2),
2. critically consider how cognition forms a core area of psychology and how cognition relates to every other area of psychology (APA Learning Outcome 3.1),
3. critically evaluate empirical tests of theories through in-class discussions and class demonstrations (APA Learning Outcomes 2.3 & 3.1),
4. conduct a demonstration of a classic experiment in cognitive psychology, give a presentation of your findings explaining the significance in relation to theory and what it tells us about the workings of the mind, and write a brief APA research report on your demonstration findings (APA Learning Outcome 7.4)
5. understand how principles of cognitive psychology can be applied to various real-world problems such as the impact of divided attention while driving, the reliability of eyewitness memory, etc. (APA 4.2).

Class Format

I will use various methods of teaching during the semester. I describe each below so you know what to expect.

Lecture. During lectures, I will discuss important ideas, research, theories, people, and issues in cognitive psychology. While my lectures will draw on material in the textbook, **they will not duplicate the textbook.** The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. For this reason, **attendance is expected** at lectures, and **many exam questions will come from the lectures alone.** **If you must miss a lecture, you are responsible for the material you have missed.** Thus, be sure to get lecture notes from **several** classmates (don't depend on only one person's note-taking skills!). I have provided space on this syllabus for you to collect contact information from fellow students. In addition, I sometimes show videos or play audio clips to supplement the course material. Videos and audio clips will not be repeated later if you happen to miss the day they were shown. If possible I will give you information on where to get the media from the Learning Resource Center or from the internet, but at the very least you should ask several classmates to describe or explain the media to you.

Experiment Demonstrations. Cognitive psychology depends heavily on experimental research to develop and refine theories of cognition. I feel that the best way to learn how cognitive psychologists study questions of cognition is to take part in demonstrations of classic cognitive psychology experiments. These demonstrations will be run by you and your fellow students. See the section on the class project below.

Large and Small Group Discussion. At times during the semester, I will ask you to discuss topics in small groups of up to five. In these situations, groups will be asked to establish a consensus on a position and to report back with arguments and supporting evidence for their position(s). At other times, I will engage the entire class in discussion. I expect that each and every student will participate in class discussions.

Reading Assignments

Textbook reading assignments are indicated in the class schedule. To gain the most out of our time together, it is essential that you keep up with the course readings. Reading quizzes will test your knowledge of the reading assignments; so in order to do well in the course you will need to keep up with the reading. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class (which is preferred, since other students may have the same question). Additional short readings (e.g., journal articles) may be assigned at my discretion in order to explore a topic more in depth.

Desire 2 Learn (D2L)

Lecture outlines, quizzes, handouts, class announcements, and grades will be posted on *D2L*. Make sure to check D2L on a weekly basis for new material. **To find D2L, log on to your *My Point* portal, click on the “Academics” tab in the upper left part of the screen, then click the “*Desire 2 Learn*” link. Alternatively, you can just point your web browser directly to <http://www.uwsp.edu/d2l/Pages/default.aspx>**

Attendance

According to UWSP's attendance policy, students are required to attend classes regularly (<http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). I will not be recording attendance but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed.**

Guidelines for Courtesy and Respect in the Classroom

I ask that you please respect five requests during our class meetings:

- Please **ask questions** if you are confused by anything I present in lecture—feel free to ask questions about content (e.g., "I'm still confused about the difference between episodic and semantic memory; can you give an example of each?") or more technical aspects of the lecture (e.g., "I'm confused about the way you defined metacognition. Could you reword it?"). In all likelihood, if you are confused then others in the class will be confused also.
- Please **ask me to slow down** if I am speaking too fast for you to understand the lecture topic and take good notes.
- Please **minimize disruptions** during class (e.g., conversations, doing other classwork, mobile devices, or other electronics, etc.)—doing so will show respect for your fellow classmates (and me).
- Please **show respect for your fellow students and your instructor** during classroom discussions and activities by attending, listening, and being open to diverse perspectives. Our common ground-rule for classroom discussions will be that only one person should be speaking at a time unless the class is broken down into separate group discussions.
- I will let you out on time; please **do not get ready to leave** before the class is over (you might miss something important).
- If you wish to use any electronic device to record class lectures and discussions, please speak with me first to get permission. In addition, the use of electronic devices during exams will be prohibited unless approval has been documented by a pertinent office on campus (e.g., Disability Services).

Thank you for your cooperation.

Grading

Exams. There will be three exams over the course of the semester.

- Each exam will cover only the material up to the test.
- The format of the exam will be 40 multiple-choice questions.
- The questions will cover the assigned readings and any in-class activities such as lectures, discussions, demonstrations, video/audio, and handouts.
- If you know in advance that you will miss an exam date (e.g., for University functions, family functions such as marriages, religious holidays, etc.), you should contact me as soon as possible. You will be allowed to take the exam early at an arranged time. If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 48-hours of the exam date to schedule a make-up exam. Should you fail to contact me within the 48-hour period of the exam date, you will be assigned a 0 for that exam.
- I strive to write questions that are challenging and academically rigorous but also fair. If you feel that a question is unfair or inaccurate, you may fill out a Request for Review Form that can be downloaded from *D2L*. You will be asked to indicate what exam and question you wish for me to review, as well as supporting evidence for your argument that a question is unfair or inaccurate. The deadline for a request for review is one week from the date your exam has been returned.

Reading Quizzes. To help you keep up with the reading as well as to provide an opportunity for regular feedback, and to prep you for class I will be giving semi-weekly quizzes on *D2L*.

- These quizzes will consist of 5 multiple-choice questions that will test your knowledge of every new chapter, except for the chapters that will be covered after an exam. There will be a 5 minute time limit to complete the quizzes; the time limit is designed to prevent “fishing” for answers from the textbook.
- In addition, these quizzes will show you what to expect for the multiple-choice questions on the exams.
- The quizzes will be posted one week before they are due.
- You will have the opportunity to retake the quiz 3 times within the time availability.
- Normally, make-ups for reading quizzes will **NOT** be permitted. However, I will provide make-up availability to students with exceptional circumstances on a case-by-case basis. If you miss a reading quiz

and feel you should be given extra time, please contact me. I will consider these make-up possibilities for up to one week after the respective quiz is due.

Class Project: Student-Run Demonstrations and Presentations. To promote student engagement in the course, students will work in pairs to conduct an in-class demonstration derived from classic experiments in cognitive psychology.

- I will provide you with a list of demonstrations to choose from and all of the stimulus materials to conduct the demonstration.
- Due dates for the demonstrations will occur periodically over the course of the semester, depending on when they are relevant to the class topic.
- Student-pairs will usually run the demonstration during one class period and will give a presentation on the demonstration a week later (in order to have time to analyze the data).
- Student-pairs will write an APA-style research report of their demonstration.
- I will provide you with more detail about the project in a separate handout.

Graded Components of Psych 331	Point Values	Percentage of Grade
Reading Quizzes 8 × 5 points	40	9%
Unit Exams 3 × 100 points	300	68%
Class Project: Student-Run Demos and Presentations	100	23%
TOTAL	440	100%

Grades will be given according to the following scale:

Grade	Points	% Total
A	407 – 440	93%-100%
A-	394 – 406	90%-92%
B+	381 – 393	87%-89%
B	363 – 380	83%-86%
B-	350 – 362	80%-82%
C+	337 – 349	77%-79%
C	319 – 336	73%-76%
C-	306 – 318	70%-72%
D+	293 – 305	67%-69%
D	262 – 292	60%-66%
F	≤ 261	≤ 59%

Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person’s work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 14, “Student Academic

- Copies of Ch. UWS 14 can be found in electronic form at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic misconduct, specifically plagiarism, go to <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>.

Course Withdrawal

- If you wish to drop the class, you must do so within published deadlines in order to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <http://www.uwsp.edu/regrec/Pages/Cancellations.aspx>.

For Assistance:

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you are in need of additional accommodations due to a diagnosed disability, please contact me and Disability Services within the first two weeks of the semester. Disability Services can be found at 609 Learning Resource Center, and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

Emergency Procedures: The UWSP Office of Risk Management has recommended the following emergency procedures (See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency procedures at UW-Stevens Point.):

- In the event of a medical emergency, call 911 or use red emergency phone located outside this classroom. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, we will remain in this windowless interior room. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the HEC. Notify instructor or emergency command personnel of any missing individuals.

Abuse and Sexual Assault:

- Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a university instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

Class Schedule

I reserve the right to make changes to the class schedule as circumstances dictate (e.g., class is canceled due to bad weather). Any cancellations of class will be announced through email and will be posted as an announcement on *D2L*. Any subsequent changes in the schedule will be announced in class and on *D2L*.

WEEK	DATE	TOPIC	READINGS/QUIZ DATES
1	Sept. 7	Introduction <ul style="list-style-type: none"> Course Objectives and Expectations What is Cognitive Psych? 	No Readings
2	Sept. 12	<ul style="list-style-type: none"> The Historical Roots of Cognitive Psychology Overview of Research Methods 	Ch.1
	Sept. 14	Perceptual Processes <ul style="list-style-type: none"> Sensory Register 	Ch. 2 (pp. 33-59) <i>Quiz 1 on Ch. 2 Due</i>
3	Sept. 19	<ul style="list-style-type: none"> Object/Pattern Recognition Face Recognition 	Ch. 2 (pp. 33-59)
	Sept. 21	Attention <ul style="list-style-type: none"> Filter Models of Attention 	Ch. 3 <i>Quiz 2 on Ch. 3 Due</i>
4	Sept. 26	<ul style="list-style-type: none"> Capacity Models of Attention 	Ch. 3
	Sept. 28	Short-Term/Working Memory <ul style="list-style-type: none"> Short-term Memory 	Ch. 4 <i>Quiz 3 on Ch. 4 Due</i>
5	Oct. 3	<ul style="list-style-type: none"> Working Memory 	Ch. 4
	Oct. 5	<ul style="list-style-type: none"> Catch-up Day 	
6	Oct. 10	Unit Exam 1 <ul style="list-style-type: none"> Intro Perceptual Processes Attention STM/Working Memory 	Covers class material from 9/7 – 10/5 and Chs. 1-4
	Oct. 12	Long-Term Memory <ul style="list-style-type: none"> Levels of Processing Context and Memory 	Ch. 5 (pp. 125-141)
7	Oct. 17	Implicit Memory <ul style="list-style-type: none"> Research and Theory Amnesia 	Ch. 5 (pp. 142-151)
	Oct. 19	Autobiographical Memory	Ch. 5 (pp. 151-162) <i>Quiz 4 on Ch. 5 Due</i>
8	Oct. 24	Memory Failure <ul style="list-style-type: none"> Forgetting 	No readings
	Oct. 26	<ul style="list-style-type: none"> False Memory 	Ch. 5 (pp. 162-169)
9	Oct. 31	Imagery <ul style="list-style-type: none"> Visual Imagery 	Ch. 7 (pp. 207-228)
	Nov. 2	<ul style="list-style-type: none"> Cognitive Maps 	Ch. 7 (pp. 230-245) <i>Quiz 5 on Ch. 7 Due</i>
10	Nov. 7	<ul style="list-style-type: none"> Catch-up Day 	
	Nov. 9	Unit Exam 2 <ul style="list-style-type: none"> Long-Term Memory Implicit Memory Memory Failure Imagery 	Covers class material from 10/12 – 11/7 and Chs. 5 & 7
11	Nov. 14	Metacognition <ul style="list-style-type: none"> Metamemory 	Ch. 6 (pp.188-206)

	Nov. 16	Knowledge • Theories of Knowledge Organization	Ch. 8 <i>Quiz 6 on Ch. 8 Due</i>
12	Nov. 21	• Schemas and Scripts	Ch. 8
	Nov. 23	Language • Introduction to Language	Ch. 9 (pp.295-300) <i>Quiz 7 on Ch. 9 & 2 Due</i>
13	Nov. 28	• Structure and Speech	Ch. 2 (pp. 59-65)
	Nov. 30	• Syntax and Language Acquisition	Ch. 9 (pp. 300-316) Ch. 10 (pp. 354 – 366)
14	Dec. 5	Reasoning and Decision Making • Deductive Reasoning	Ch. 12
	Dec. 7	• Decision Making	Ch. 12 <i>Quiz 8 on Ch. 12 Due</i>
15	Dec. 12	Problem Solving • Structure, Heuristics, and Expertise	Ch. 11
	Dec. 14	• Catch-up Day	
16	Dec. 22 12:30 p.m. – 2:30 p.m.	Unit Exam 3 – Final Exam • Metacognition • Knowledge • Language • Reasoning and Decision Making Problem Solving	Covers class material from 11/14 – 12/14 and Chs. 8, 11, 12 and portions of Chs. 2, 6, 9 & 10

Student Contacts

- If you ever need to miss class, you should contact a few classmates to find out what you missed. Although I am happy to help you with any material you missed, you are responsible for all missed material and should first seek out fellow students to prepare for the next class period. Please take a few minutes to obtain contact information from fellow students sitting around you.

Name

Contact Info

_____	_____
_____	_____
_____	_____

GRADE SUMMARY

Reading Quizzes	
Quiz 1	/5
Quiz 2	/5
Quiz 3	/5
Quiz 4	/5
Quiz 5	/5
Quiz 6	/5
Quiz 7	/5
Quiz 8	/5
<i>Sub-total</i>	<i>/40</i>

Exams	
Exam 1	/100
Exam 2	/100
Exam 3	/100
<i>Sub-total</i>	<i>/300</i>

Class Project	
Presentation	/30
Paper	/70
<i>Sub-total</i>	<i>/100</i>

Total Score	/440
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