

Textbook: *Cognition*, 6th ed., by Matlin. Additional readings will be journal articles, provided in class or via Blackboard or researched and obtained by you in conjunction with the debate project.

Course Evaluation:

Assignments: Over the course of the term you will be given several short (~2-4 pgs) writing assignments to be completed in conjunction with reading assigned articles. You are expected to complete these assignments independently. In addition, you will be asked to find real world applications or examples of cognitive processes and discuss them in a brief reaction paper (~1-2 pgs). More information about these article and reaction-paper assignments will be provided in separate handouts. The assignments portion of your grade will be determined as follows: 25% for each article assignment (3 over the course of the term), and 25% for Real World Cognition mini-assignments.

Exams: There will be three exams during the course of the semester. A cumulative final exam will be offered as a possible substitute for a lower exam grade. Exam format will be a combination of multiple choice, short answer/identification, and short essay. Exams can include questions on anything in the assigned text chapters, handouts, or readings even if not discussed in lecture. Study guides will be posted on Blackboard as each exam approaches. The study guides will include important terms to know for the exam as well as sample exam questions. You will be allowed to use the grade on the cumulative final to replace a lower score from the earlier exams or to substitute for a missed exam provided you had a *legitimate* and *documentable* excuse for missing the exam.

Missed exams: If you have a *legitimate, documentable* excuse for missing an exam, contact me as soon as possible and we will plan to have you skip that exam and use the cumulative final to substitute for it. If you know in advance that you will be absent during an exam (e.g., because of travel for a sports team or an interview) then you need to let me know as soon as possible before the exam. You may not use the cumulative final to replace a missed exam if you skipped the exam without legitimate reason for absence.

Debate: There will be a debate project that will involve several deadlines throughout the term. The debate assignments add up to a grade that is treated like an exam, for a total of 5 scores (see below). This project is a group project, but the evaluation is individualized. Important dates are given on the class schedule, but more information on the expectations and grading of the debate assignments will be given in a separate handout.

Late policy: Late assignments (both debate assignments and other assignments) will be accepted for up to three days after the due date and, unless otherwise noted, will be ***penalized one letter grade for every calendar day late*** beginning at 5pm on the day the assignment is due. After the three-day period, a paper will not be accepted and a grade of 0 will be applied. **NO** exceptions will be made to this rule, including situations involving legitimate and documentable excuses and technical difficulties. In addition, I will only accept assignments that are turned in by email if you have arranged with me to do so for a particular assignment.

Note that it is within my purview as instructor to use qualitative judgments in determining grades for assignments, papers, participation, or other aspects of the course (e.g., exam essays).

Overall grades- breakdown:

Your final grade will be determined by the mean of five scores:
(Exam 1 + Exam 2 + Exam 3 + Debate grade + Assignments) ÷ 5

The final can replace one of the Exam grades. It cannot be used to replace either the Debate or Attendance grade. Unless otherwise noted, I will use the following scale for translating letter grades and calculating final grades:

Letter	Score	Grade range
A	100	95-100
A-	92	90-94
B+	88	87-89
B	85	83-86
B-	81	80-82
C+	78	77-79
C	75	73-76
C-	71	70-72
D+	68	67-69
D	65	63-66
D-	61	60-62
F	0	0-59

Plagiarism and cheating: Any work that you turn in for this class must be entirely your own work. Any sources used must be properly documented, and I will ask you not to use any direct quotes in assignments. For more information on plagiarism and cheating, refer to the Student Handbook and the following website regarding academic responsibility at Moravian College: <http://www.moravian.edu/studentLife/handbook/academic2.htm>

As this site clearly explains, the consequences for cheating or plagiarism can range from failing the assignment to receiving an F for the final course grade to expulsion, depending on the severity of the case and prior history of offenses. Although I am not generally opposed to your discussing assignments with fellow students from the class, all of the work you submit to me must be entirely your own, and in some cases I may ask you not to collaborate with fellow students. For the debate project, in which collaboration is an important component, I will ask you to provide an indication of the extent to which each member of the group participated. You will have the opportunity to indicate how work was divided between the group members and whether any group member shouldered an unfairly large or small portion of the work.

I will spend class time discussing ways to avoid plagiarizing, but apart from this it is your obligation to come see me if you have any questions about your use of sources or when/in what way it is okay to collaborate with other students in the class.

Disabilities: The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. If you have such a disability and are willing to disclose it, you may take advantage of such accommodations. In order to do so, you are required to meet with Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities). Accommodations cannot be offered until I have received authorization from one of these centers based on documentation of your disability.

It is your obligation to come and see me if you have any questions or concerns about class in general or about your performance in this class. I am always willing to meet, so don't let things snowball; if you are having trouble, come and see me as soon as possible!

Class Schedule (This schedule is tentative. I reserve the right to make announced changes.):

Week:	Class topic/activities:	Text Chs/Assignments:
1	Jan 16 T Introduction and course overview	Ch. 1
	Jan 18 R	
2	Jan 23 T Visual and Auditory Perception	Ch. 2
	Jan 25 R	Article summary (Simons & Levin, 1998)
3	Jan 30 T Attention	Ch. 3
	Feb 1 R Mental Imagery	Ch. 7
4	Feb 6 T	Debate: Abstracts due
	Feb 8 R Exam 1	
5	Feb 13 T Memory: General Concepts	
	Feb 15 R Working Memory	Ch. 4
6	Feb 20 T	Debate: First article summary due
	Feb 22 R Long-term Memory	Ch. 5
7	Feb 27 T <i>Memento</i> clips shown in class (Parts of Chs. 8 & 11; total time = 8 min)	
	Mar 1 R	Evaluating evidence (Anderson & Green, 2001; Wegner et al., 1987)
8	Mar 5-9 NO CLASSES – SPRING BREAK	

Week:	Class topic/activities:	Text Chs/Assignments:
9		
Mar 13 T	Memory Dev't	Ch. 13 (pp. 452-473)
Mar 15 R	General Knowledge	Ch. 8; Debate: Second article summary due
10		
Mar 20 T		
Mar 22 R	Exam 2	
11		
Mar 27 T	Language	Chs. 9-10
Mar 29 R	<i>Debate meeting (small groups)</i>	
12		
Apr 3 T	Language Dev't	Ch. 13 (pp. 480-494)
Apr 5 R		Evaluating brain evidence (Petitto et al., 2000)
13		
Apr 10 T	Decision Making	Ch. 12 (pp. 413-449)
Apr 12 R		
14		
Apr 17 T	<i>Debate meeting (large groups)</i>	
Apr 19 R	Exam 3	
15		
Apr 24 T	Debates	
Apr 26 R	Debates	

Exam 1 – Chs. 1-3, 7, Simons & Levin article

Exam 2 – Chs. 4-5, 8, 13 (pp. 452-473), Anderson & Green article; Wegner et al. article

Exam 3 – Chs. 9-10, 12, 13 (pp. 480-494), Petitto et al. article

Final Exam – Cumulative