

Psychology 315: Cognition
Spring 2013

Instructor:	Dr. Sarah Johnson	When:	T/R 8:55-10:05am
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Office:	224 PPHAC	Office hours:	Tues & Wed 3:30-5:00pm
Email:	skjohnson@moravian.edu		Fri 9:30-10:30am
Website:	http://blackboard.moravian.edu/ (Pwd: mind)		or by appt.

Overall Course Goal: This course will explore how we think. We will read about and discuss research examining a variety of areas in cognition, esp. memory and language. This course will give you a deeper understanding of your mind (be afraid!) and the way it interprets the information it receives from the world. Feel free to turn back now...

Specific Course Objectives: By the end of this course, you should be able to:

1. Discuss important theories and findings from major subdivisions of cognitive psychology—e.g., perception, attention, memory, language—including knowing some of the important researchers in these areas.
2. Understand the major themes of cognitive psychology as put forth by Matlin and be able to discuss how research from different areas within this field applies to those themes.
3. Discuss how research in areas of cognitive psychology is relevant to everyday life and understanding of oneself and others, esp. in terms of how we learn in an educational setting.
4. Take a topic in an area of psychology, esp. cognitive, and use electronic databases such as PsycInfo and PubMed to find articles pertinent to a particular question in that area.
5. Use the principles of scientific method to design and conduct an experiment on a particular topic within cognitive psychology. Write up your experimental research following the conventions in the field of Psychology.
6. Communicate to others the gist of a piece of research and provide explanation regarding what that research means in relation to everyday concerns.
7. Present your scientific work to others in a professional manner/setting.

Attendance: Attending class will benefit you for multiple reasons: learning how to learn and think critically, discussions of specific learning- and memory-related tips, participation in a variety of activities designed to promote active learning and integration of information, gaining a better idea of my expectations for assignments or exams, and promoting my recognition of you as one of my students. That said, you will be given up to 3 absences (excused or unexcused), and starting with the fourth absence, your **final grade will be reduced by 20 points (~2%) for each additional absence**. Apart from this policy, there are several days for which attendance is required in conjunction with the experiment project; these dates are indicated in italics the schedule and will be on the handout for that assignment.

Lateness: A legitimate reason for being late can happen to anyone now and then, but repeated lateness is disrespectful to me and to your classmates. Come see me if you have a reason for repeated lateness or absence.

Textbook: *Cognition*, 7th ed., by Margaret Matlin.

Additional readings will be journal articles, provided via Blackboard or researched and obtained by you in conjunction with the experiment project.

Course Evaluation

Participation: In addition to the attendance policy, you will be graded for your participation each week, particularly on days when we do class activities or group discussion. An average will be taken across the weeks of the semester to determine your final participation grade. Days when there are class activities, discussions about readings, and other opportunities for participation (e.g., questions/comments when other students presenting) will be weighted more heavily in this average.

- A:** Contributes to class discussion by asking questions or making comments about readings, lectures, or in response to other students. Participates actively in class activities; stays on task. Comes fully prepared. Completes smaller tasks assigned outside of class to promote class discussion.
- C:** Attentive and engaged but no spontaneous contribution to class activities or discussions, or contribution with evidence of poor preparation. Repeated lateness can make your start grade a C.
- F:** Shows up but disengaged, inattentive, doesn't participate apart from when directly prompted. Disruptive (e.g., table-dancing) or inconsiderate (e.g., snoring loudly, texting or surfing the net during class) behavior.

Exams: There will be three exams during the course of the semester (third exam during finals). Exam format will be a combination of multiple choice, short answer/identification, and 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.

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 take a make-up. 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 take a make-up exam if you skipped the exam without legitimate reason for absence.

Experiment project: Working in small groups, you will be assigned a topic for which you will research a basic learning/memory effect and create an experiment that will replicate that effect based on the designs from other studies. Data will be collected using your peers in class as participants. This project has multiple components, including an APA-style paper written individually by each member of the group and a group presentation. More info on the components and grading of these assignments will be given in a separate handout. Some aspects of the project will be group grades (denoted as G in the grade break-down), but a larger proportion will be individually graded (denoted as I in the grade break-down).

Webpage design: This project involves designing an interactive web-page working off of the basic memory effects we have learned about in class to help others learn about how they can improve their studying. While you will have worked on one of these effects in your group, you will not be working with that group to complete this assignment. More info on the components and grading of this assignment will be given in a separate handout.

Late policy: Late assignments/papers will be accepted for up to four days after the due date and, unless otherwise noted, will result in a **reduction in points equivalent to one letter grade (10%) for every calendar day late** beginning at 5pm on the day the assignment is due. After the four-day period, a paper will not be accepted and a grade of 0 will be applied. No exceptions will be made for minor technical difficulties (printer or email mishaps), but other circumstances may allow for exceptions as determined by me on a case-by-case basis.

I ACCEPT WORK BY EMAIL ONLY IF YOU HAVE ARRANGED WITH ME TO DO SO FOR THAT PARTICULAR ASSIGNMENT.

Extra credit: There will be an opportunity to earn extra credit by participating in experiments outside of class. Info about these opportunities and the amount of extra credit you can earn will be made available partway through the semester.

Overall grades- breakdown:	Points	% of final grade
Participation	100	10%
Exams (3 @ 100 pts each)	300	30%
Perception article critique	75	7.5%
Experiment project:		
Article critique (I)	100	10%
Experiment design/carry-out (G)	100	10%
APA-style paper (I)	150	15%
Project presentation (G)	75	7.5%
<u>Webpage design</u>	<u>100</u>	<u>10%</u>
Total 1000 points		

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).

The grading scale for this course is as follows:

Letter	Grade range	Letter	Grade range	Letter	Grade range
A	95-100	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Disabilities: The Americans with Disabilities Act (ADA) provides for some accommodations to be made for students with certain disabilities. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of Academic and Disability Support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Plagiarism and cheating: All work that you turn in for this class must be entirely your own work, unless explicitly stated otherwise in the assignment. Any sources used must be properly documented, and I will ask you **not to use any direct quotes** in assignments or papers. This means PARAPHRASING—i.e. putting all info into your own words. For more information on plagiarism and cheating, refer to the Student Handbook at the website listed below. As this site explains, the consequences for cheating or plagiarism can include receiving a zero for the assignment or receiving an F for the final course grade.

<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>.

For the group experiment project, in which collaboration is a key component, I will ask you to indicate of the extent to which each member of the group participated. You will explain how work was divided between the group members and whether any group member shouldered an unfairly large or small portion of the work.

Class Schedule (The schedule is tentative; changes will be announced in class and on Blackboard):

Week:	Class topic/activities:	Text Chs/Assignments:
1	Jan 15 T Introduction and course overview	
	Jan 17 R Cont'd	Ch. 1
2	Jan 22 T Visual and Auditory Perception	Ch. 2
	Jan 24 R Cont'd	
3	Jan 29 T Attention	Ch. 3; <i>Perception article critique</i>
	Jan 31 R Cont'd	
4	Feb 5 T Memory: Classic Model	
	Feb 7 R Exam 1	
5	Feb 12 T Memory: Working Memory	Ch. 4
	Feb 14 R <i>Experiment planning day</i>	<i>Read assigned seed article & article critique due in-class</i>
6	Feb 19 T Working Memory cont'd	<i>Experiment designs due</i>
	Feb 21 R Long-term Memory (LTM)	Ch. 5
7	Feb 26 T Amnesia	
	Feb 28 R General Knowledge: <i>Data collection day 1</i>	Ch. 8
8	Mar 4-8 NO CLASSES – SPRING BREAK	

Week:	Class topic/activities:	Text Chs/Assignments:
9	Mar 12 T <i>Data collection day 2</i>	
	Mar 14 R LTM cont'd	
10	Mar 19 T <i>Data collection day 3</i>	
	Mar 21 R LTM cont'd	
11	Mar 26 T Exam 2	
	Mar 28 R Language	
12	Apr 2 T Comprehension: Reading	Ch. 9
	Apr 4 R <i>Group meetings</i>	
13	Apr 9 T Production: Speech	Ch. 10
	Apr 11 R Cont'd	<i>Webpage materials due</i>
14	Apr 16 T Language development	Ch. 13 (esp. pp. 467-479)
	Apr 18 R <i>Project presentations</i>	
	Sat, Apr 20 LVAIC Psychology Undergraduate Conference at Muhlenberg College	
15	Mon, Apr 22 Scholars Day at Moravian College	
	Apr 23 T Language development cont'd	<i>Experiment paper due by 5pm</i>
	Apr 25 R	
Finals wk	Exam 3 Thurs, May 2 @ 1:30pm	

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

Exam 2 – Chs. 4-5, 8

Exam 3 – Chs. 9-10, 13