Psychology 315: Cognition
Spring 2014

Instructor:	Dr. Sarah Johnson	**When:**	T/R 8:55-10:05am
Phone:	610-625-7013	**Where:**	PPHAC 235
Office:	224 PPHAC	**Office hours:**	Mon & Wed 1:00-3:00pm
Email:	skjohnson@moravian.edu		Thurs 10:30-11:30am
Website:	http://blackboard.moravian.edu/ (Pwd: mind)		or by appt.

Textbook: *Memory*, by Baddeley, Eyesenck, & Anderson.

Additional readings will be chapters and journal articles, provided via Blackboard or researched and obtained by you in conjunction with the experiment project. Lectures or mini-lectures may also be made available via Blackboard.

Course Goals

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, stores, and uses the information it receives from the world.

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

1. Use the principles of scientific method to further your understanding of primary research, to critique that research, and to design and conduct an experiment on a particular topic related to memory and studying. You'll also practice your skills at analyzing data using SPSS and writing up experimental research following the conventions in Psychology.

2. Enhance your skills for working in groups to achieve goals, either for creating a concrete product (such as a paper, presentation, demonstration, etc.) or for learning more abstractly. This includes the ability to communicate to others the gist of theory or piece of research and provide explanation regarding what that research means in relation to everyday concerns.

3. Extract from our readings and class discussions some of the major themes of cognitive psychology and be able to discuss how research from different areas within this field applies to those themes (in other words, noting key points across topics).

4. 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.

5. Take a topic in an area of psychology, esp. cognitive, and use electronic databases such as PsycInfo and PubMed to find sources pertinent to a particular question in that area.

6. Discuss important theories and findings from major subdivisions of cognitive psychology—particularly memory and language, but also potentially perception, attention, problem-solving, and executive function—including knowing some of the important researchers in these areas.

7. Present your scientific ideas and work to others in a professional manner/setting.

Course Policies

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, and gaining a better idea of my expectations for assignments or tests. In addition, your presence will be vital to the complete functioning of your group.

That said, you will be given 2 free absences (no differentiation between excused or unexcused), and starting with the third absence, your **class participation grade** (see below) will reflect a 0 for any days that you miss. In addition, there are several days for which attendance is required in conjunction with the experiment project; these dates are indicated in italics on 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, to your classmates, and especially to your group-mates and will affect your participation grade. Come see me if you have a reason for repeated lateness/absence.

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

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., test essays).

Late policy: Late larger 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 the time 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 ARRANGE IT WITH ME FOR THAT PARTICULAR ASSIGNMENT. If you arrange to email an assignment, you are still responsible for getting a hard copy to me by the next day.

Plagiarism and cheating: You will be working with peers for many of the assignments for this class; for each assignment, you will be explicitly told whether you are expected to work in collaboration or independently. 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 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 projects/assignments, 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.

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.

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. 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.

Electronics: Electronic devices may be used in class for note-taking but may not be used for texting, emailing, or surfing the internet, unless as part of a proscribed activity. I prefer you use laptops or tablet devices where possible for note-taking purposes and turn off your cell phones.

Group work etiquette?

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Course Evaluation

Readiness assessment quizzes (RAQs) – An RAQ will be given for every class when a reading is assigned. There are two facets to your RAQ grade: the first is your submission of three appropriate potential quiz questions prior to the class period, and the second is a readiness assessment taken each day when a chapter is listed. These will be very short quizzes (7 short-answer/multiple-choice questions). They will sometimes be taken individually, sometimes in a group, and sometimes both (in which case your score will be an average of your individual grade and your group grade). Good questions submitted by students will be used as often as possible. **You are expected to turn in three [3] quiz questions based on the assigned readings via email by 8pm the evening before the class.** Grading for potential quiz questions will follow a 3 point ✓ system (from ✓+, 3 pts to ✓-, 1 pt, or 0 pts if no questions are submitted). More points will be earned for questions that capture key concepts and that promote understanding of subtle points about the material in a clear way.

Class/Group participation: You will be graded for your participation every class, and whenever when we do group activities, your participation will be graded by your group-mates as well as by me. An average will be taken across the weeks of the semester to determine your final participation grade. Students with more than 2 absences will earn 0s for the additional class periods they missed.

Peer assessments: At varying intervals over the semester, you will be asked to grade the contributions of your group members as you complete in-class and outside of class work. These grades will be based on the assessment of four categories: preparation, contribution, respect for others' ideas, and flexibility.

Tests: There will be four tests during the course of the semester (the fourth test will occur during finals, and will contain at least one cumulative question). Test format will be a short- to middle-length essay. Tests can include questions on anything in the assigned text chapters, handouts, or readings even if not discussed in class, but will favor information used in class. Study guides containing important terms to know for the test, as well as sample test questions, will be created with class input and will be posted on Blackboard as the test approaches. Collaborative studying with other students in our class is encouraged.

***Missed tests*:** You may arrange for a make-up only if you have a legitimate, **documentable** excuse for missing the test; do this by contacting me ASAP. If you know in advance that you will be absent during a test then you need to let me know before the test.

Experiment project: Working in groups, you will choose a topic within a range of options relating to memory and studying and you will create an experiment that will replicate and extend 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* (with the exception of methods and results) 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 semester will be group grades (denoted as G in the grade break-down) and some will be individually graded (denoted as I in the grade break-down).

Overall grades- breakdown:		**% of final grade**
Class/Group participation		___% (20-40)
Pre-class questions & RAQs (I/G)	___% (20-50)	
Peer assessments (I)	___% (20-50)	
Class/group reports (I/G)	___% (20-50)	
Studying activities		15%
Photojournal (I)	30%	
Study diary (G)	30%	
Advocacy plan (G)	40%	
Tests (4 @ 5% each) (I)		20%
WM article summary/critique (I)		5%
Experiment project:		___% (20-40)
Experiment design (G)	20%	
Experiment carry-out (G)	15%	
APA-style paper (I)	50%	
Project presentation (G)	15%	
		Total 100%

Class Schedule

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

Week:		Class topic/activities:	Text Chs/Assignments:
1			
	Jan 14 T	Introduction and course overview	
	Jan 16 R	**UNIT I:** Memory – Basic definitions and distinctions	BEA Ch. 1
2			
	Jan 21 T	Short-term memory	BEA Ch. 2
	Jan 23 R	Working Memory	BEA Ch. 3
3			
	Jan 28 T		WM Primary source (group selected)
	Jan 30 R	*Studying activity*	*WM article summary/critique*
4			
	Feb 4 T	**Test 1**	
	Feb 6 R	**UNIT II:** Long-term Memory – Learning	BEA Ch. 4; Ch. 16 (pp. 368-380)
5			
	Feb 11 T	Episodic memory	BEA Ch. 5
	Feb 13 R		
6			
	Feb 18 T	Everyday forgetting	BEA Ch. 9
	Feb 20 R	*Experiment discussion*	
7			
	Feb 25 T	Amnesia	BEA Ch. 11
	Feb 27 R	*Experiment planning*	
8			
	Mar 3-7	**NO CLASSES – SPRING BREAK**	
9			
	Mar 11 T	*Studying activity*/*Experiment planning*	Primary source for studying project
	Mar 13 R	**Test 2**	
10			
	Mar 18 T	**UNIT III:** Language – Semantic memory	BEA Ch. 6
	Mar 20 R		*Experiment designs*
11			
	Mar 25 T	Language: Basics & Development	Sternberg Ch. 9
	Mar 27 R		
12			
	Apr 1 T	Language: Reading & Thought	Sternberg Ch. 10
	Apr 3 R	*Experiments in class*	

Week:	Class topic/activities:	Text Chs/Assignments:
13		
Apr 8 T	**Test 3**	
Apr 10 R	*Experiments in class*	
14		
Apr 15 T	**UNIT IV:** Class-selected	Reading TBA
Apr 17 R	*Studying activity*	
15		
Apr 22 T		Reading TBA
Apr 24 R	*Group presentations*	*Experiment paper due Friday by 5pm*
Finals wk	**Test 4** on Thurs, May 2 at 1:30pm	