

Psychology 315: Cognition Spring 2016

Instructor:	Dr. Sarah Johnson	When:	MW Group work 8:55-10:05am
Phone:	610-625-7013		F Lectures 8:55-10:05am
Office:	224 PPHAC	Where:	PPHAC 235
Email:	skjohnson@moravian.edu	Office hours:	M/W 10:30am-12:00pm,
Website:	http://blackboard.moravian.edu/		R 1:00-2:00pm, or by appt.

Textbook: *Cognition*, by Margaret Matlin.

Additional readings, e.g., journal articles, will be provided via Blackboard or researched and obtained by you.

Course Goals

This course will explore how we think: how we perceive, pay attention, remember, speak and understand language, etc. The format of the course will be problem-based learning, which means that active learning will be our focus in the pursuit of how understanding about thought processes can help us address real-world problems. Mondays and Wednesdays will involve working in groups, or sometimes individually, on problems related to our current topics. Fridays will be lecture days, with specific expectations outlined under Course Policies.

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.
5. Take a topic in an area of cognitive psychology 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—perception, attention, memory, language, 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 and re-interpret course material in order to address real-world problems, 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. There will be two kinds of classes: **Mondays and Wednesdays** will be ***problem-based learning days***. On these days, your presence will frequently be vital to the complete functioning of your group. **Fridays** will be ***lecture days***. There will be specific expectations regarding attendance of lectures, as outlined below, however, the formal attendance policy in relation to your grade applies to the problem-based learning days and NOT to lecture days.

Problem-based learning days: Attendance will be recorded and you will be given 2 free absences (no differentiation between excused or unexcused). Starting with the third absence, there will be a deduction of 6% to your **class participation grade** (see below). 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.

Lecture days: Over this semester, you will be asked to participate in a research study that I am conducting looking at student attitudes about face-to-face lectures vs. video lectures, as well as the ability to choose lecture format vs. not having a choice. All students in class, whether participating in the research study or not, will be assigned to specific lectures to attend, or to watch a lecture video, as well as having some weeks in which you can choose whether to attend a face-to-face lecture or watch a video lecture. Even though all students will be assigned which lectures to attend, lecture attendance will not be recorded, so missing a lecture will not be factored into your grade in any way. For those who participate in the research study, your attendance to assigned lectures is strongly encouraged so that I may better study the factors of interest in relation to student attitudes about lectures. However, there will be no penalty of any kind for not attending an assigned lecture or for attending a lecture that was not assigned. In addition, I will not be aware of which students are participating in the research study until after the semester is over and grades are submitted. More information about this study is provided in a separate consent form (attached to the end of this syllabus).

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 assignment 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 the Academic Support Center, located on the lower level of Monocacy Hall (tel: 610-861-1401). 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? Key points to be generated and agreed upon as a class

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Course Evaluation

Readiness assessment quizzes (RAQs) – An RAQ will be given on the class following each lecture (i.e., the class following the day when a reading is due). These will be very short quizzes (5-10 short-answer/multiple-choice questions). They will sometimes be taken individually, sometimes in a group, and sometimes both. Students are encouraged to submit up to 5 appropriate potential quiz questions **by 8pm the evening before the class when the RAQ will be given**. These questions will be submitted via Blackboard. Good questions submitted by students will be used as often as possible.

Participation: You will be graded for your participation by your group-mates at the end of each group activity. An average will be taken across these ratings over the semester, as well as one rating by me for the whole semester, to determine your final participation grade. The unadjusted peer rating evaluations have an average of 100%, but they are adjusted to create an average between 90% and 80%, with the exact adjustment depending on my assessment of the overall class participation (note that the adjustment affects everyone in class equally). I reserve the right to leave the peer ratings unadjusted (i.e., average of 100%) if the class participation is outstanding throughout the semester.

I also reserve the right to intervene if I believe that an individual's group members are not evaluating that person's participation fairly. However, this will be rare and may never occur. Across different activities and different groups, these ratings typically even out appropriately (i.e., one negative experience with a group will not have a drastic effect on your grade).

Tests: There will be three tests during the course of the semester (the third test will occur during finals, will be slightly longer, and will contain at least one cumulative question). Test format will be predominantly short- to middle-length essay, with some shorter questions. Tests can include questions on anything in the assigned text chapters, handouts, or readings even if not discussed in class or lecture, but will favor information discussed 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 a cognitive topic and you will create an experiment that will replicate and extend that effect based on previous literature. 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). Those grades left unspecified in terms of percentages will be voted on by the class.

Overall grades- breakdown:**% of final grade**

Class/Group participation		____% (20-40)
RAQs (I/G)	____% (20-50)	
Peer assessments (I)	____% (20-50)	
Class/group reports (G)	____% (20-50)	
Whole-class experiment		15%
Design (G)	25%	
Carry-out & analysis (G)	35%	
Write-up (I)	40%	
Article summary/critique (I/G)		5%
Tests (first two @ 5% each, final @ 10%) (I)		20%
Group experiment project:		____% (20-40)
Experiment design (G)	20%	
Carry-out & analysis (I/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):

Week:	Class & Lecture topic/activities:	Readings/Assignments:
1	Jan 18 M Introduction and course overview	
	Jan 20 W <i>Intro & History</i>	Matlin Ch. 1
	Jan 22 F <i>Perception</i>	Matlin Ch. 2
2	Jan 25 M Visual & Auditory Perception	RAQ Ch. 2
	Jan 27 W	
	Jan 29 F <i>Attention</i>	Matlin Ch. 3
3	Feb 1 M <i>Attention</i>	RAQ Ch. 3
	Feb 3 W Whole-class experiment discussion	
	Feb 5 F <i>Attention</i>	
4	Feb 8 M Article discussion	Attention RAQ; Attention/Perception Primary source (group selected)
	Feb 10 W Test 1	
	Feb 12 F <i>Working Memory</i>	Matlin Ch. 4
5	Feb 15 M Memory Basics & Working/Short-term	RAQ Ch. 4; <i>Attention article critique</i>
	Feb 17 W Whole-class experiment planning	
	Feb 19 F <i>Long-term Memory</i>	Matlin Ch. 5 & Ch. 6 (pp. 170-178)
6	Feb 22 M Long-term Memory	RAQ Ch. 5-6; <i>Whole-class exp't data collection this week</i>
	Feb 24 W	
	Feb 26 F <i>General Knowledge</i>	Matlin Ch. 8
7	Feb 29 M Semantic Memory	RAQ Ch. 8
	Mar 2 W Whole-class AND group exp't discussion	
	Mar 4 F <i>Priming/Implicit Association Test</i>	Priming article (TBD)
8	Mar 7-11 NO CLASSES – SPRING BREAK	
9	Mar 14 M Priming	
	Mar 16 W Group experiment discussion	
	Mar 18 F Test 2	

Week:	Class topic/activities:	Text Chs/Assignments:
10		
Mar 21 M	Group experiment planning	Primary source for experiment project
Mar 23 W	<i>Language Comprehension</i>	Matlin Ch. 9 – Lecture day
Mar 25 F	NO CLASS – EASTER RECESS	
11		
Mar 28 M	Language	RAQ Ch. 9
Mar 30 W		
Apr 1 F	<i>Language Production</i>	Matlin Ch. 10
12		
Apr 4 M	Language	RAQ Ch. 10
Apr 6 W	DR. J OUT OF TOWN	Virtual group meetings with Dr. J this week
Apr 8 F	DR. J OUT OF TOWN	
13		
Apr 11 M	Experiments in class	
Apr 13 W	Experiments in class	
Apr 15 F	<i>Language & Memory Development in children</i>	Matlin Ch. 13 (esp. pp. 461-469, 477-480, 483-493)
14		
Apr 18 M	Language cont'd	RAQ Ch. 13
Apr 20 W	Scholarship Day @ Moravian	
Apr 22 F	Class choice unit: Problem solving or Decision making	Matlin Ch. 11 or 12
Sat., Apr 23	LVAIC Undergraduate Psychology Conference @ Moravian	
15		
Apr 25 M	Class choice unit	RAQ Ch. 11 or 12
Apr 27 W	<i>Group presentations</i>	Work on exp'ts/papers
Apr 29 F	<i>Group presentations</i>	<i>Experiment paper due Friday by 5pm</i>
Finals wk	Test 3 on Mon, May 2 at 11:30am	