

Cognitive Psychology

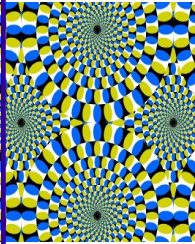
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55 Coming, Rm 103

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Why take this course? 3 good reasons:

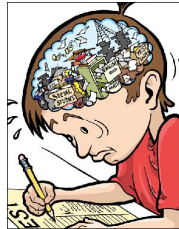
1. You will develop expertise in issues of human cognition.

For example, you will learn answers to these sorts of questions:



How do we perceive motion and depth?

What brain structures mediate language?



How can poor decision making cost me money?

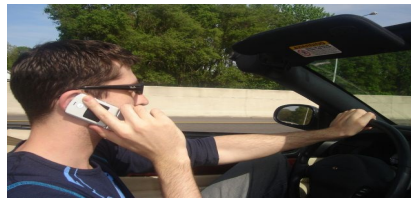
2. You will gain experience in cognitive experimentation.

Engage in classic studies of human cognition—discover how we understand the mind!



3. You will learn to evaluate research, and enhance your ability to think scientifically to solve everyday problems.

What is the best way to learn a second language? Should eyewitness testimony be admissible in the court room? Is driving while talking on a cell phone truly dangerous?



Office Hours

Thurs: 9:00-11:00

Or by appt

Pre Reqs

Psyc 103

Helpful Links

Writing Support

[Improve APA writing](#)

[APA format support](#)

[Online APA support](#)

CofC Resources

[Student handbook and Honor Code](#)

[Center for Student Learning](#)

[Library](#)

Required Materials



Cognitive Psychology
(4th E)

Goldstein

978-1-285-76388-0

Coglab Online Purchase at:

<https://coglab.cengage.com/>

i>clicker2

Go to

<https://www.iclicker.com/>

to purchase online



Course Assignments

There are four general course requirements, each designed to achieve one or more of the educational goals outlined for the course. The four requirements are:

- (1) Assigned readings
- (2) Research paper
- (3) Coglab experiments
- (4) Assessments

Details about each of these course requirements is provided below.

READINGS Your readings are designed to give you essential background material, and will include chapters from the Goldstein text as well as materials from your CogLabs and journal articles on Oaks. Please read your syllabus carefully, as we will not always cover the chapters in order, and you may have readings from different sources on the same day.



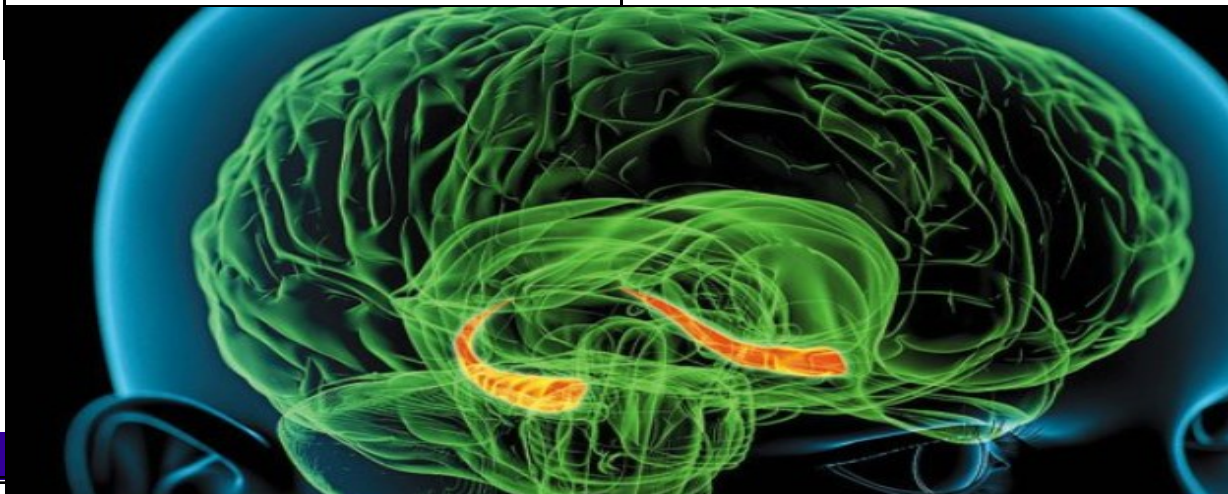
Calendar of Reading Assignments

August

TUES

THURS

| | |
|--|---|
| Welcome and Introduction 8/22 Articles from <i>Scientific American</i> | Background: History and Methods 8/24 Chap 1 in Goldstein Oaks reading: McDaniel et al., 2009 |
| Methods and Neuroscience 8/29 Chap 2 in Goldstein Optional: Quiz 1 | Methods and Neuroscience 8/31 CogLab: Brain Asymmetry |



Memories are stored in a region of the brain called the hippocampus, shown in red

September - October



TUES

THURS

| | |
|---|--|
| <p>Sensation and Perception 9/5</p> <p>CogLab: Muller-Lyer Illusion</p> <p>Optional: Quiz 2</p> | <p>S&P 9/7</p> <p>Chapter 3 in Goldstein</p> |
| <p>S&P 9/12</p> <p>Optional: Quiz 3</p> | <p>PROGRESS ASSESSMENT 1 9/14</p> |
| <p>Attention 9/19</p> <p>Chapter 4 in Goldstein</p> <p>CogLab: Partial Report</p> | <p>Attention and Working Memory 9/21</p> <p>Oaks: Sanbonmatsu et al. (2015)</p> <p>Optional: Quiz 4</p> <p>CogLab: Change Detection</p> <p>Chapter 5 in Goldstein</p> |
| <p>Working Memory 9/26</p> <p>Optional: Quiz 5</p> <p>CogLab: Memory span</p> <p>Oaks reading: Beilock (2008)</p> | <p>Encoding and Retrieval 9/28</p> <p>Chapter 6 pgs 151—168</p> <p>Chapter 7 in Goldstein</p> <p>Coglab: Serial Position</p> |
| <p>Encoding and Retrieval 10/3</p> <p>CogLab: Von Restorff Effect</p> <p>Optional Quiz 7</p> <p>CogLab: Encoding Specificity</p> | <p>PROGRESS ASSESSMENT 2 10/5</p> |



October



TUES

THURS

Memory Structure 10/10
Chapter 6 pgs 168 - 175 in Goldstein

Implicit Memory 10/12
Optional: Quiz 6
CogLab: Implicit Learning

FALL BREAK 10/17

Everyday Memory 10/19
Chapter 8 in Goldstein

Memory Errors 10/24
CogLab: False Memories
Optional Quiz 8
RESEARCH PAPER DUE

Memory Errors 10/26
Oaks: Leichtman & Ceci (1995)
Nash, Wade, & Lindsay (2009)

PROGRESS ASSESSMENT 3 10/31
Happy Halloween!



Language Production 11/02
Chapter 11 in Goldstein

Language Comprehension 11/07
CogLab: Word superiority
CogLab: Lexical Decision
Optional: Quiz 11

Cognitive Development, Aging 11/09
Oaks: Chap14 from Neath and Surprenant



"I'm sure I paid you in advance, didn't I?"

November - December

TUES

THURS

| | | | |
|--|-------|--|-------|
| Cognitive Development, Aging CogLab: Age of Acquisition | 11/14 | | 11/16 |
| | | Cognitive Development, Aging McCrink and Wynn (2004) Thomas & Dubois (2011) | |
| Reasoning, Problem Solving Chapter 12 & 13 in Goldstein CogLab: Decision Making CogLab: Wason selection task | 11/21 | HAPPY THANKSGIVING | 11/23 |
| Reasoning, Problem Solving CogLab: Risky Decisions Optional Quiz 12 & 13 | 11/28 | PROGRESS ASSESSMENT 4 Final Exam Dec 12th 12 pm | 11/30 |

As you read, use the optional online resources!

Your *Cognitive Psychology* text comes with optional resources. To access them:

1. Go to <https://login.cengagebrain.com/cb/login.htm>
2. Purchase access for the term
3. To register for this class, use this code: **CM-9781285769981-0000130**

Go to <http://blogs.cofc.edu/mayc/cognitive-psychology/> for step by step instructions. Make use of the ebook, flashcards, quizzes, and other resources!

Testing yourself is a highly effective way to study, as it gives you practice with the test format and allows you to evaluate what you do and do not know. **I strongly recommend that every student complete every online quiz.** These are optional, but participation will enhance course performance.

CourseMate

Cognitive Psychology
4th Edition
Goldstein

Chapter
1. Introduction to Cognitive Psychology

Chapter List Resource Index

- Chapter eBook
- Sample Quiz
- Pre-Lecture Quiz
- Glossary
- Interactive Flashcards
- Crossword Puzzle
- Videos
- Exam Practice

Important Information about Tests and the Final Exam

It is important to evaluate your progress throughout the semester, and to do so you will complete four in-class assessments, plus a final cumulative assessment. The dates for the assessments are listed on the calendar; the final assessment will be held on the date designated by the College. Please be sure to mark these dates on your calendar immediately so that they don't take you by surprise. Students often need to plan ahead to balance multiple assessments or papers due in the same week. Good planning will reduce your stress and improve success.



If you are an athlete and know that you will be out of town for an exam, you must notify me at least one week before the exam so that we can make appropriate arrangements for you to take it.

If you are a **student registered with SNAP** and qualify for support, please see me at your earliest convenience. I am happy to accommodate students and support your learning needs. To support you effectively, I will need SNAP documentation and the test envelope at least one week prior to an exam.

If you must miss an assessment for any reason, please notify me as soon as you can, and provide documentation of your reason (e.g., Dr. note, dean's note, police report - heaven forbid). IF YOU ARE SICK OR HAVE AN EMERGENCY ON AN ASSESSMENT DAY, YOU MUST DOCUMENT YOUR ABSENCE BY TAKING THE FOLLOWING STEPS:

—Complete the forms online at: <http://studenthealth.cofc.edu/absence-memo/index.php>.

—Students will need documentation for health, personal or emergency situations. Documentation includes a written note (with name and phone number) from a physician or government official. You can give it to me in class, via email, or come to office hours.

Only students who provide approved documentation may take a make-up exam. All make-up exams will be administered on READING DAY – December 5th - no exceptions. Make up exams are all essay.

Resources

In addition to the [online textbook resources](#), the College of Charleston offers other support.

I encourage you to utilize the [Center for Student Learning's \(CSL\)](#) academic support services for assistance in study strategies, speaking & writing skills, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at **no additional cost**. The CSL includes a **Speaking Lab** and the **Writing Lab** (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.

Last but not least, **please check Oaks for a study guide!** Use it from DAY 1 to help you get the most out of this course, and to prepare for your assessments.

CogLab Experiments

To help you understand how cognitive psychologists research the mind, you will complete 15 web-based experiments using CogLab 5. The assigned experiments and their due dates are listed in the “Assignment” section of the syllabus.

To participate in the CogLab experiments, you will need the following information:

- (1) Go to: <https://coglab.cengage.com/index.shtml>
- (2) Click on “Need to purchase access?” near the bottom of the page
- (3) Purchase access for 6 months and set up your account

For step by step instructions and screenshots, go to: <http://blogs.cofc.edu/mayc/cognitive-psychology/>

Once you have purchased your account, here is the info you will need:

GroupID: **Charleston215**

access password: **ilovepsychology** (*all one word*)

Once you are registered, you can complete a study. Each study requires approximately 30 minutes of your time, and can be completed at any computer with web access. Each study must be completed by 8:00 am on the date assigned in the syllabus, but you may certainly complete them in advance should you choose. The fact that these experiments are web-based means that students can participate in these studies at any hour, day or night.

For each study, the software will keep track of who has completed the study and will tabulate data for each student. You need only complete the web experiment; there is nothing you need to turn in to me. I will compile the data and use it as a basis for class discussion.

 CogLab: The Online Cognition Lab

HOME ABOUT

Labs

Sensation

Research Paper

As scientists, we value the ability to research a topic using peer-reviewed journal articles, to summarize that research, and to construct logical, effective arguments about behavior on the basis of empirical research. To learn these skills, **students will write a debate paper, presenting both sides of the argument for a controversial topic in cognition.**

All papers are due Oct 24th at NOON and should be turned in via Dropbox on Oaks. Please be on time with your submission in order to receive full credit.

Go to: <http://blogs.cofc.edu/mayc/cognitive-psychology/> for a rubric that will provides all the details for this assignment, as well as a sample argument.



GRADING

Assignment Total Possible Points

Assessments

4 assessments @ 100 points each 400

CogLab Experiments 150
(15 @ 10pts each)

Research Paper 100

Cumulative Final Exam 150

Grading Scale

92% -100% = A

90%-91.9% = A-

88%-89.9% = B+

82%-87.9% = B

80%-81.9% = B-

78%-79.9% = C+

70%-71.9% = C-

68%-69.9% = D+

62% -67.9%= D

60%-61.9%= D-

<60% = F

TOTAL POINTS FOR THE COURSE 800



This course is a cell phone FREE zone.
Kindly silence your cell phones and
keep them out of sight.

Extra Credit

A. Extra CogLab Experiments. Students may earn extra credit by completing additional CogLab experiments (that is, in addition to the 15 assigned studies). You may choose from any of the unassigned studies. You will receive 5 points for each additional study that you complete, but the total points you may earn is 15 (i.e., you may complete up to 3 additional studies for extra credits). These studies must be completed no later than December 1st.



The Inheritance. Students can also earn extra credit by reading *The Inheritance* and participating in a presentation by Niki Kapsambelis, the author. *The Inheritance* details a family's journey with Alzheimer's disease and the research being conducted to find a cure. Details about your requirements will be provided in class.