

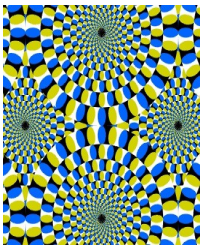
Welcome to Cognitive Psychology

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Why take this course? 3 good reasons:

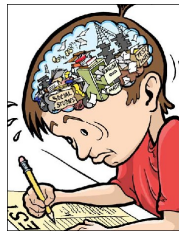
1. You will develop expertise in issues of human cognition.



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?

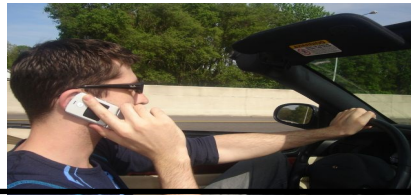
2. You will gain experience in cognitive experimentation.

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

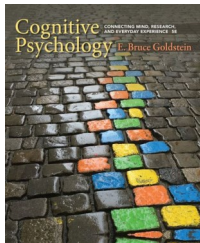


3. You will develop skills for evaluating research, and enhance your ability to think scientifically to solve everyday problems.

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?



Required Materials



Cognitive Psychology
(5th E)
Goldstein

PLUS MindTap
PLUS Coglab

You MUST have the text (e-copy or hardback, your choice) + Mindtap + Coglab.

Purchase the bundle through OAKS! Use [this guide](#) and follow the step-by-step instructions.

Office Hours

Thurs: 12:30-2:30

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](#)

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) Quizzes/Assessments/Final Exam

Details about each of these course requirements is provided below.

READINGS Your reading are designed to give you essential background material, and will include chapters from the Goldstein text as well as material 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.



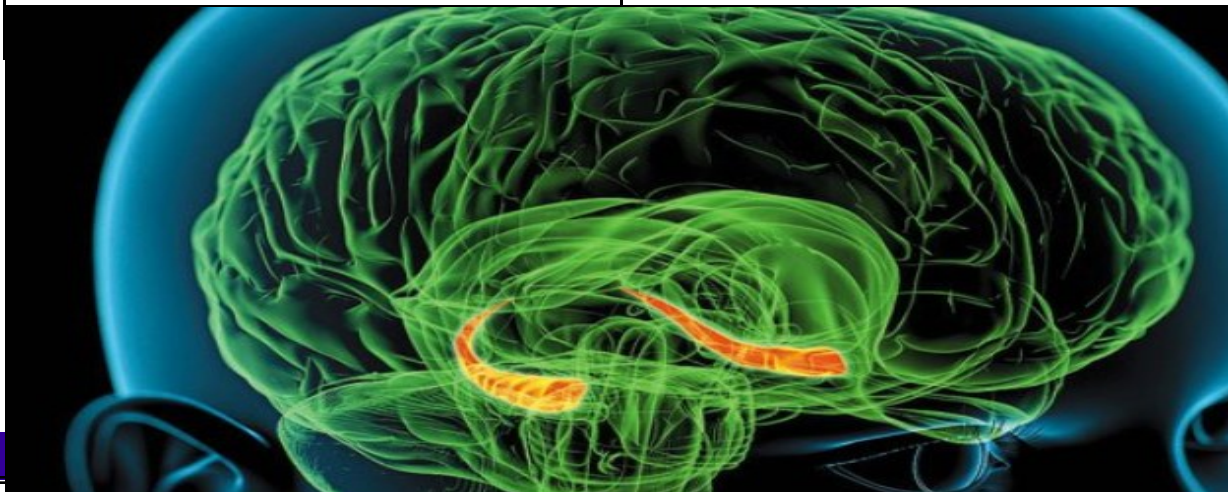
Calendar of Reading Assignments (due on date listed)

August

TUES

THURS

Welcome and Introduction 1/8 Articles from Scientific American	Background: History and Methods 1/10 Chap 1 in Goldstein Oaks reading: McDaniel et al., 2009
Methods and Neuroscience 1/15 Chap 2 in Goldstein Quiz 1	Methods and Neuroscience 1/17 CogLab: Brain Asymmetry



Jan—Feb



TUES

THURS

<p>Sensation and Perception 1/22</p> <p>CogLab: Muller-Lyer Illusion</p> <p>Quiz 2</p>	<p>S&P 1/24</p> <p>Chap 3 in Goldstein</p>
<p>S&P 1/29</p> <p>Quiz 3</p>	<p>PROGRESS ASSESSMENT 1 1/31</p>
<p>Attention 2/5</p> <p>Chapter 4 in Goldstein</p> <p>CogLab: Partial Report</p>	<p>Attention and Working Memory 2/7</p> <p>Oaks: Sanbonmatsu et al. (2015)</p> <p>Quiz 4</p> <p>CogLab: Change Detection</p> <p>Chapter 5 in Goldstein</p>
<p>Working Memory 2/12</p> <p>Quiz 5</p> <p>CogLab: Memory span</p> <p>Oaks reading: Beilock (2008)</p>	<p>Encoding and Retrieval 2/14</p> <p>Chapter 6 sections 6-1, 6-2, and 6-3</p> <p>Chapter 7 in Goldstein</p> <p>Coglab: Serial Position</p>
<p>Encoding and Retrieval 2/19</p> <p>CogLab: Von Restorff Effect</p> <p>Quiz 7</p> <p>CogLab: Encoding Specificity</p>	<p>PROGRESS ASSESSMENT 2/21</p>





Feb—March

TUES

THURS

<p>Structure of Human Memory 2/26 Chapter 6 section 6-4 to the end in Goldstein Quiz 6</p>	<p>Implicit Memory 2/28 CogLab: Implicit Learning</p>
<p>Everyday Memory 3/5 Chapter 8 in Goldstein</p>	<p>Memory Errors 3/7 CogLab: False Memories Quiz 8</p>
<p>Memory Errors 3/12 Oaks: Leichtman & Ceci (1995) Nash, Wade, & Lindsay (2009)</p>	<p>PROGRESS ASSESSMENT 3 3/14</p>
<p>SPRING BREAK 3/19</p>	<p>SPRING BREAK 3/21</p>
<p>Cognitive Development, Aging 3/26 Chap 14 from Neath & Surprenant (on Oaks)</p>	<p>Cognitive Development, Aging 3/28 CogLab: Age of Acquisition Thomas and Dubois (2011)</p>



November - December

TUES

THURS

<p>Cognitive Development, Aging 4/2</p>	<p>Language Production 4/5 Chapter 11 in Goldstein RESEARCH PAPER DUE</p>
<p>Language Comprehension 4/9 CogLab: Word superiority CogLab: Lexical Decision Quiz 11</p>	<p>Reasoning, Problem Solving 4/11 Chapter 12 & 13 in Goldstein CogLab: Decision Making CogLab: Wason selection task</p>
<p>Decision Making 4/16 CogLab: Risky Decisions Quiz 12 & 13</p>	<p>PROGRESS ASSESSMENT 4 4/18</p>
	<p>Final Exam: Thursday, April 25th 8:00 AM</p>

Online Quizzes through MindTap are mandatory. Access them through Oaks (Content MindTap). Click [HERE](#) for step by step access info. These will help you keep up with the readings so that you are ready for the four major assessments.

As indicated on the syllabus, you will take a quiz on every assigned chapter. All quizzes are posted on the MINDTAP portal. These are low stakes, and are designed to help you master the material in small chunks. 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. **You may take each quiz twice and I will count the highest score.** Failure to take a quiz on time will result in a 0. All quizzes are due by 8 AM the date they are assigned, even if you take a quiz twice.

To boost your learning (and your grade), use all the resources available on MindTap. They WILL help!

In addition to the assigned quizzes, MindTap comes with other resources, including flashcards, practice quizzes, and more.

Important Information about Assessments

It is important to evaluate your progress throughout the semester, and to do so you will complete 11 online quizzes, 4 in-class assessments, and a final cumulative assessment. All dates are listed on the calendar. 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 assessment, please 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. I also need to know if you need extra time for the online quizzes, so please notify me at your earliest convenience. I need at least 48 hours to change online settings.

If you must miss an exam for any reason, please notify me as soon as you can, and provide documentation of your reason (e.g., doctor's note, dean's note, police report - heaven forbid).

IF YOU ARE SICK OR HAVE AN EMERGENCY ON A TEST DAY, PLEASE 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 - no exceptions.

Make-up exams are all essay.

Resources

In addition to the MindTap resources, the College of Charleston offers other support. I encourage you to utilize the [Center for Student Learning \(CSL\)](#) 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 **tutors**, 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. The assigned experiments and their due dates are listed in the “Assignment” section of the syllabus.

To participate in the CogLab experiments, you will use MindTap:

- (1) Click on the MindTap tab in the Content Section of Oaks.
- (2) Once inside MindTap, you will see the Coglabs in your list of assignments.

For step by step instructions and screenshots for accessing MindTap, click [HERE](#).

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 use the data as a basis for class discussion.

Because I will discuss the findings in class, all experiments must be completed on time – **YOU WILL NOT RECEIVE CREDIT FOR LATE ASSIGNMENTS**. It is to your advantage to complete every experimental assignment, not only because you earn credit for each study, but also because the content of the studies will be covered on your exams. These are very simple assignments to complete, and if you simply participate in the web program you will receive full credit – so do them!

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 develop these skills, **students will write a debate paper, presenting both sides of the argument for a controversial topic in cognition.**

All papers are due April 5th at 8:00 AM and should be turned in via Dropbox on Oaks. Please be on time with your submission in order to receive full credit.

Click [HERE](#) for a rubric that will provides all the details for this assignment, as well as a sample argument.



GRADING

Assignment Total Possible Points

Quizzes (online)

10 quizzes @ 10 points each 100

Assessments (in class)

4 assessments @ 100 points each 400

CogLab Experiments

(15 @ 10pts each) 150

Research Paper

100

Cumulative Final Exam

150

Total Possible Points

900

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



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

Extra Credit

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 credit). These studies must be completed no later than November 29th.

