Advanced Cognitive Psychology: Application to Everyday Life

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Why take this course? 3 good reasons:

1. Advance your understanding of the influence of cognitive psychology in our everyday lives.

From apologies and fake news to intuition and moral decisions, understand how basic cognitive science impacts your daily life.

Learn how emotions affect our cognitions, and cognitions in turn affect our emotions.

Discover how our cognitive mindsets affect our choices, our beliefs, and even our happiness.

2. Develop skills for summarizing, evaluating, and critiquing research, and presenting logical ideas in written and oral format.

Do you know how to present research to make a cogent and compelling case in support of a cause? How can we share scientific findings in a way that influences public understanding, policy, and practice?

3. **Learn to think critically and apply scientific principles to every day situations.**

How do people come to hold beliefs that are wrong? Why are erroneous beliefs so hard to change? How are our thoughts affected by our emotions, and how might we harness that influence in marketing products, creating persuasive arguments, or advocating for a cause?

Required Materials

READINGS

ON OAKS

Office Hours

Thurs: 12:30-2:30

Or by appt

Pre-Reqs

Psyc 103

211, 220, & 215

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

(1) Assigned readings (2) Journal article presentations
(3) Discussion questions
(4) Assessments/Final Project (5) Scientific briefs

Details about each of these course requirements is provided below.

1. READINGS Readings for this course will include journal articles posted on Oaks. Nearly all your readings will come from the primary scientific literature, though you will also read scientific briefs written for the popular press. Readings with an * are accompanied by an article in the popular press.

Calendar of Reading Assignments

January

TUES	THURS
Welcome and Introduction Jan 8 Scientific American Article	How Curiosity Killed the Cat Jan 10 Scientific American article Hsee & Ruan (2016)* McGillivray et al. (2015)
Why Curious George Always Wins Jan 15 Hill et al. (2016) Swan & Carmelli (1996)	Cognition in Sports Jan 17 O'Connor & Cheema (2018) Medvec et al. (1995)
Snap Judgments and First Impressions Jan 22 Scientific American article Thoresen et al. (2012)* Hu et al. (2018)	Snap Judgments and First Impressions Jan 24 Sasson et al. (2017) Whelpley & May (in prep)

Jan—Feb

"I trust this site to tell the truth."

TUES	THURS
Apologies and Thank Yous Jan 29 Scientific American article Okimoto et al. (2013) * Petrucci (2002)	Apologies and Thank Yous Schumann (2018) Kumar & Epley (2018)
Writing for the popular press 2/5 Draft of First Scientific Brief Due TODAY!	Fake News 2/7 Lazer et al. (2018) De Keersmaecker & Roets (2017) Scientific Brief Due TODAY
PROGRESS ASSESSMENT 1 2/12	How Can I Be Famous? 2/14 Berger & Packard (2018) Griffin et al. (2017) Jacoby et al. (1989)
Trusting your gut 2/19 Scientific American article Yoon et al. (2013) * Walco & Risen (2017)	What drives moral behavior ? 2/21 Bostyn et al. (2018) Pan Ding et al. (2015)
What drives moral behavior ? 2/26 Popular press article Sawaoka & Monin (2018)*	What drives moral behavior? 2/28 Gross et al. (2018) Kouchaki et al. (2018)

March - April

TUES	THURS
DRAFT OF 2ND BRIEF DUE TODAY 3/5	Thinking your way to a better future 3/7 Devitt & Schacter (2018) Leger et al. (2018) Laurin (2013)
How to hide smelly farts 3/12 Forster & Spence (2018) FINAL DRAFT OF 2ND BRIEF DUE TODAY	PROGRESS ASSESSMENT 2 3/14
SPRING BREAK 3/19	SPRING BREAK 3/21
Leave Your Laptop at Home 3/26 Two Scientific American articles Mueller & Oppenheimer (2014)* Ravizza et al. (2017)*	Acing the Test 3/28 Roediger & Karpicke (2018) Putnam et al. (2016) Fernandes et al. (2018)
What makes a good eyewitness? 4/2 Otgaar et al. (2018) Wright et al. (2009)	Let's Debate Line Ups 4/4 Colloff et al. (2019) Smith et al. (2018) & Colloff et al (2018)
Memory in Everyday Life 4/9 DRAFT OF 3RD BRIEF DUE TODAY	How one thing leads to another 4/11 Scientific American article Xu & Schwarz (2018) * Xu et al. (2015) Xu & Wyer (2008)
Living the Good Life 4/16 Scientific American article O'Keefe et al. (2018) Eskreis-Winkler et al. (2018) Critcher & Lee (2018) FINAL DRAFT OF 3RD BRIEF DUE	ASSESSMENT 3 4/18

Writing a scientific brief

An important goal in science is helping the public understand and apply new findings. Our everyday policies and practices should be informed and shaped by research. Unfortunately, we often fail at this goal. Common practices in medicine, law, business, and even education often ignore or even run counter to scientific evidence. One way to increase consumption, understanding, and application of science is to write for the popular press. In this course, you will learn how to write a scientific brief for a popular outlet. You will select three different articles from the assigned readings and draft a scientific brief for each. We will review and edit these briefs in class, with the goal of publishing them online. For your final project, you will select your own journal article (one NOT assigned in class) and will write a brief on your own. **Final projects are due April 30th at noon.** and should be submitted via dropbox. Submissions should include your brief and the journal article.

Journal Article Presentation

Each student will be responsible for presenting overviews of two assigned journal articles. Each student may work alone or with one other classmate. Assignments will be given at the start of the term. Students should prepare questions about the article *one week * in advance,* and send these to classmates by emailing through Oaks. Presenters will provide an overview of the theory, methodology, and results for each article, and will be responsible for leading a discussion that ties the article to related topics in the course. All presentation files should be submitted via dropbox on Oaks after the presentation.

Click HERE for a rubric that provides guidelines for this presentation.

Resources

For both your written and oral assignments, 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.

Important Information about Assessments

It is important to evaluate your progress throughout the semester, and to do so you will complete three progress assessments plus a final cumulative project. The dates for the assessments are listed on the calendar; the final exam will be due 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.

For each of the three assessments, I will post test questions on Oaks at the start of the class session. You will type out your answers and must submit them by the end of the class period via Dropbox. You may refer to your notes and readings during this time, but all responses MUST BE IN YOUR OWN WORDS. YOU MAY **NOT** COLLABORATE WITH OTHERS ON THESE ASSESSMENTS. All responses will be submitted via the TurnItIn component of Dropbox. Answers that have more than 10% overlap with other sources may be penalized. Answers that have more than 25% overlap with other sources will not be accepted.

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 assessment to 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, but you must provide SNAP documentation and provide the test envelope at least one week prior to an assessment.

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, 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 assessment. All make-ups will be administered on READING DAY — no exceptions. For the make-up test, you will get a set of new essays questions but will not be permitted to use notes. All answers will be hand written and students will not have access to supportive materials.

Discussion Activity: Chew on THIS!

Discussion questions for each journal article will be sent by presenters one week in advance. You will answer these questions on your own at home, and then work in small groups to finalize answers in class. On the day we discuss a journal article, you will have 5-10 min at the start of class to meet with your group to review the answers (come to class with your own answers prepared). A different group member will take the lead for each article, and will be responsible for putting together the "best answers" after class. The lead student will then distribute the answers to group members. Save these answers and use them to prepare for tests! I will assign groups, but you will have the option at mid-term to "vote out" a group member if s/he is not contributing. Three sets of answers (selected at random) from each group will be peer-evaluated (20 pts each). Further details will be provided in class.

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

GRADING

Assignment	Total Possible Points
Assessments	
3 @ 100 points each	300
Journal Article Presentation	100
2 @ 50 pts each	
Scientific Briefs	150
3 @ 50 pts each	
Discussion Questions	60
3 @ 20 pts each	
Final Project	100
TOTAL POINTS FOR THE COURSE	**710**

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