

Cognitive Psychology

PSY 360 (20298)

Winter 2019

M/W 10:00 – 11:50

ITC 211

Professor

Jaime Cloud, Ph.D.

Office: Todd Hall 318

Phone: x89211

Email: cloudj@wou.edu

Office hours

Mon. 2-4

Tue. 10-12 (online)

Wed. 1-2

(and by appt.)

TA office hours

Tu (MH) and W (SH)

12-1 in Todd 316

Teaching Assistants (TAs)

Morgan Haskett

Email: mhaskett15@mail.wou.edu

Sarah Hughes

Email: skhughes13@mail.wou.edu

Course Description

This course is designed to provide a comprehensive overview of topics related to the information-processing mechanisms of the mind, including consciousness, perception, attention, memory, conceptual knowledge, and emotions. Special emphasis will be placed on biases in judgment and economic decision-making. An evolutionary, functional perspective will be applied throughout.

Pre-requisite(s): PSY 201 or equivalent

Psychological Science Program Outcomes (PSO)

1. Explain and/or apply principles, skills, values, or ethics of psychology.
2. Apply appropriate research methods to critically analyze human behavior.
3. Identify and demonstrate knowledge of sociocultural and international diversity.

Course Goals:

After completing PSY 360, the successful student will be able to:

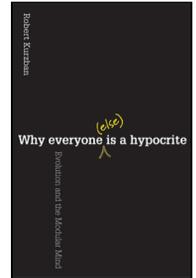
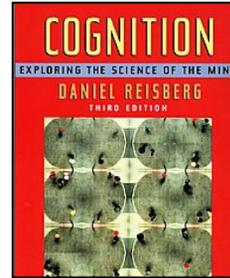
- demonstrate foundational knowledge of theories, concepts, and/or viewpoints that encompass the field of cognitive psychology (PSO #1),
- develop an understanding of the research methods that cognitive psychologists implement to gather data, as well as demonstrate competence in critically evaluating research findings in the literature (PSO #2, ULO: Inquiry and Analysis),
- examine how cognitive psychology applies to one's own cognitive processes, life events, and learning experiences,
- apply theories, concepts, and/or viewpoints from cognitive psychology to one or more other fields of academic study and/or real-world problems.

Required Textbooks

Reisberg, D. (2005). *Cognition* (3rd ed.). W. W. Norton & Co.
This book can be checked out from the Hamersly Library.

Kurzban, R. (2012). *Why Everyone (Else) Is a Hypocrite*.
Princeton University Press; ISBN: 978-0-691-15439-8.

Required readings may be posted on Moodle as well.



Sensitive Course Material

Some material in this course may be violent, sexually explicit, or disturbing. The purpose of this class is to familiarize you with current psychological knowledge, research, and practice regarding such topics. As such, the course material may be distressing and/or conflict with your core beliefs. Please review the syllabus carefully and discuss any concerns you have with me before committing to this course. In the event that course material causes you distress, please contact the Counseling Center.

Classroom Policies

Email: You are expected to check your university email account on a daily basis for communication from me concerning the class.

Email is the best way to contact me. I aim to return all inquires within 24 hours; however, I will not respond to emails about an assignment the day before it is due so do not wait until last minute to begin working on an assignment! Also remember, emails are not texts; they should have appropriate structure (subject, salutation, body, and signature).

Classroom Conduct: In order to effectively communicate class material, all students are expected to be non-disruptive and respectful of one another during lecture. Please refrain from arriving late, leaving early, or packing your belongings until after class is dismissed.

Cell phones and laptops should only be used for note-taking purposes.

Class notes: It is important to me that you are able to focus your attention on course material and actively participate. For that reason, electronic copies of the PowerPoint slides will be posted on Moodle. On occasion, you will find that a key term has intentionally been left blank; you will be provided the missing term during lecture. I recommend that you print a copy of the slides before each lecture to take notes on in class.

Audio recordings: If you wish to make audio recordings of my lectures, please contact me to request permission. Permission to make audio recordings will be granted once the student signs an agreement that specifies acceptable use of the recordings. Video recording the lectures is not permitted out of respect for the other students' right to privacy.

Extra credit: You may earn up to 10 points of extra credit by participating in research projects conducted in the Psychology Department, summarizing a psychological journal article related to a topic discussed in class, and/or attending a PSY 301/468 poster session. Detailed instructions for each of these options will be posted on Moodle. In addition, you may earn 2 points of extra credit by attaching a slip demonstrating that you visited the Writing Center to any written assignment. Extra credit will be accepted via Moodle until the start of the final exam.

University Policies

Accommodations: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Services, APSC 405, or at 503-838-8250, as early as possible in the term. Students needing medical or mental health care can access the Student Health and Counseling Center by calling 503-838-8313, emailing at health@wou.edu, or walking in to schedule an appointment.

Veterans statement: Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Service animals: Students who require the use of a service animal in non-public areas (e.g., classrooms) must request an accommodation through the WOU Office of Disability Services (ODS). Please refer to the ODS website or call ODS (503-838-8250) for more information.

Mandatory reporting: As an employee at Western Oregon University, I am required by federal law to report any incident of sexual misconduct or sexual harassment. You have the right to maintain your privacy and not tell me any personal information that could result in mandatory reporting. If you disclose to me (verbally or in writing) about something that has occurred to you or another student, I must inform the appropriate university staff. Reporting is intended to safeguard students and provide students support. If you would like additional information, please visit www.wou.edu/student/assault_care.php.

Student success concerns: If I determine that your performance in this class is placing you at academic risk, you may be referred to a member of the Student Success Team. A student success specialist will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with a student success specialist regarding any academic struggles you are experiencing, please contact Student Success and Advising at 503-838-8428 or at studentsuccess@wou.edu.

Student absence notification: If for some reason you are absent due to an extenuating circumstance or medical situation, you must report the incident through official channels before I will make an exception for late or missed work (if applicable). To complete a Student Absence Notification Request, go to <http://www.wou.edu/advising/absence> or contact Student Success and Advising at 503-838-8428 or at studentsuccess@wou.edu.

Plagiarism detection: WOU instructors use Turn-it-in, a plagiarism detection and learning tool that is now integrated with Moodle, to identify the percentage of similarity in your writing to journal articles, internet sources, and other students' papers in its database. It then generates a report for instructors highlighting potentially unoriginal work. The use of Turn-it-in is subject to the Privacy Pledge and Policy posted on Turnitin.com, and you will retain all rights to your written work.

Finals week attendance: In accordance with university policy, students must be available to meet during finals week. Our scheduled meeting time is Fri., Mar. 22 from 10:00 – 11:50 AM (this is when Block Exam 3 will be administered). **If you will be unavailable on that date, do not take this class!**

Course Engagement

Doing well in this course requires a high level of engagement both inside and outside of class. You are expected to attend all lectures and participate in class discussions and activities.

Lecture Attendance (15 pts.): Attendance will be taken daily. You will receive 1 attendance point for each lecture day (not exam day) that you attend, for a maximum of 15 points.

Participation (10 pts.): At the end of the semester, I will assign you a participation grade based on your participation in class discussions, activities, and your observance of the basic rules of classroom conduct. If you do not contribute to the class, you will receive 0 pts. (which could result in a lower letter grade).

Reading Quizzes (50 pts.)

It is critical in this course that you are properly prepared for lectures and in-class discussions. Part of that preparation includes the completion of reading assignments prior to the start of class. To ensure that you keep up with the reading assignments, there will be five pop Reading Quizzes. Each will consist of 10 dichotomous-choice questions, worth 1 point each. A Reading Quiz can occur on any day that a reading assignment is due. Only your best-scoring 4 of the 5 Reading Quizzes will count toward your grade. **There will be no make-up Reading Quizzes.**

Inductive/Deductive reasoning involves drawing logical conclusions from a set of premises.

Assignments

Book Club Participation (15 pts.): A portion of the first three lectures will be devoted to readings from *Why Everyone (Else) Is a Hypocrite*. By midnight on the evening prior to each lecture, you must post a response to one of two “Food for Thought” questions on the Moodle discussion board. I will grade the thoughtfulness of your posted response (5 pts. each) for a total of 15 possible points.

Two Literature Reviews (30 pts. each): Either alone, **or with a partner**, you will write two literature reviews (approx. 5 pages each) that build a rationale for how you predict data from an in-class experiment will turn out. The first Literature Review will relate to information covered in Block 2; the second Literature Review will relate to information covered in Block 3. Instructions regarding each Literature Review will be delivered the day it is assigned.

- **Each Literature must include:**
 - A title page (1 page)
 - Summaries of 3 empirical articles (articles will be provided; 3-4 pages)
 - An APA-formatted references page (1 page)
- **Late policy:** Assignments are due in .docx format via Moodle by 10:00AM on the due day. A 10% deduction will be applied for assignments that are not uploaded to Moodle by the designated time. An additional 10% deduction will be applied for each 24-hour period thereafter that the assignment is late. Once the assignment is 1-week late, a grade of 0 will be given. **No exceptions will be made, even for excused absences. Late assignments will not be accepted for the 2nd Literature Review after Fri., Mar. 22.**

Exams

There will be three non-cumulative Block Exams worth 50 points each. Each Block Exam will consist of 25 multiple-choice questions and 4 short-answer essay questions.

Review Sessions: The TAs will host a review session (either in-person or online) prior to each exam. Dates, times, and location TBA.

Study Guides: I do not provide study guides as doing so would rob you of an opportunity to rehearse lecture material. I encourage you to make your own study guide and/or flashcards.

Make-up Policy: If you miss an exam, you must take the make-up exam during Finals week (there will be no exceptions). The only time available to take a make-up exam is Wed., Mar. 20 between 10:00 and 2:00 PM. You are required to contact me ASAP to schedule a time to take the exam during this 4-hour window.

Academic Integrity

I expect that all students will act with honor and integrity regarding academic work.

Incidents of academic misconduct will be addressed swiftly and may result in a score of 0 for an assignment and possibly a failing grade for the course. All incidents of academic misconduct will be referred to the Office of Student Conduct. Make good choices!

According to the Code of Student Responsibility (Section 574-31-030), academic misconduct includes, but is not limited to:

Cheating: Intentional or attempted use of deception, fraud, and/or misrepresentations of one's academic work.

Fabrication: Unauthorized falsification and/or invention of any information or citation.

Facilitating dishonesty: Helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in exams or represent as their own papers, reports, or any other academic work of others.

Plagiarism: Representing without giving credit the words, data, or ideas of another person as one's own work. This includes submitting, in whole or part, term papers of another or the research of another, including but not limited to, products of commercial vendors who sell or distribute such materials. Plagiarism will be detected using Turn-it-in software (see above).

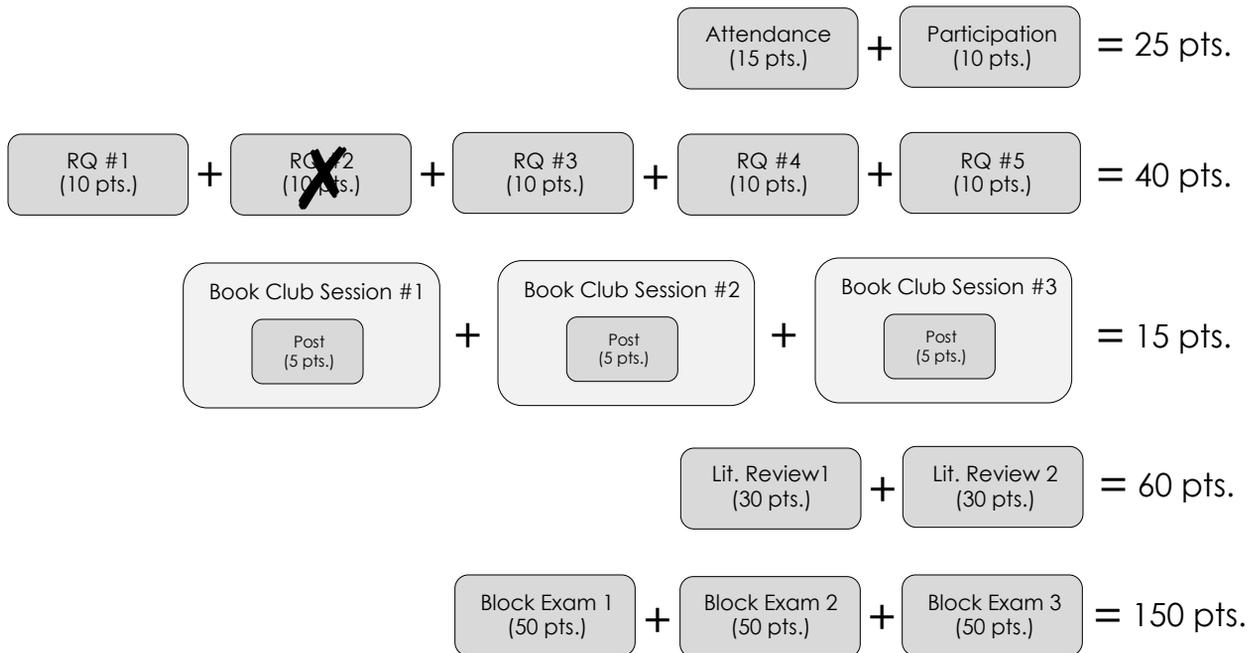
Any use or attempted use of electronic devices (e.g., cell phones, iPads, laptops, etc.) in gaining an illegal advantage in academic work in which use of these devices is prohibited.

Grade Grubbing Policy

A responsibility of teachers and scientists alike is to be humble. As such, I remain open to the possibility of being wrong. If you feel that you have been assigned an unfair grade, I encourage you to meet with me and explain your rationale. That said, I am not receptive to students who ask me to give them a higher grade out of the kindness of my heart (e.g., "but I need a B to graduate!"). I respect students who take ownership of the grade they earned.

Grading

Your grade is determined by the sum of scores you receive on your top four Reading Quizzes (10 points each), each of the three Block Exams (50 points each), each of the two Literature Reviews (30 points each), your Book Club participation score (15 points), and your Course Engagement score (25 points).



Total = 290 pts.

Grading Scale

To determine your letter grade, divide the total number of points you earned in this class (including any extra credit) and divide by the total number of points possible (290).

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 – 93%	92 – 90%	89 – 87%	86 – 83%	82 – 80%	79 – 77%	76 – 73%	72 – 70%	69 – 67%	66 – 63%	62 – 60%	< 60%
290 – 271.5	271 – 260.5	260 – 251.5	251 – 239.5	239 – 232.5	232 – 222.5	222 – 210.5	210 – 202.5	202 – 193.5	193 – 181.5	181 – 173.5	< 173.5
These cut-offs already include rounding . No further rounding will occur. Do not ask for special treatment.											

Incomplete Policy

I do not give incompletes to help students avoid receiving an F. To be eligible for an incomplete, you must be passing the class but lack one essential requirement. In addition, I must find your reason for requesting an incomplete acceptable. See me for more details, if necessary.

Course Schedule – Winter 2019

(subject to change)

Date	Topic	Reading	Assignment
Block 1			
Mon., Jan. 7	Orientation		
Wed., Jan. 9	Introduction to Cognitive Psychology	Prologue + Ch. 1 and 2 *	Book Club Posting
Mon., Jan. 14	The Modular Mind	Ch. 3 and 4 *	Book Club Posting
Wed., Jan. 16	Consciousness	Ch. 5 and 6 *	Book Club Posting
Mon., Jan. 21	No class: MLK Jr. Day		
Wed., Jan. 23	Perception	Textbook Ch. 3	
Mon., Jan. 28	Attention	Textbook Ch. 4	
Wed., Jan. 30	BLOCK EXAM 1		

* Reading from *Why Everyone (Else) Is a Hypocrite*

Block 2			
Mon., Feb. 4	Memory Acquisition	Textbook Ch. 5	Lit. Review 1 covered
Wed., Feb. 6	Memory Storage and Retrieval	Textbook Ch. 6	
Mon., Feb. 11	Memory Errors	Textbook Ch. 7	
Wed., Feb. 13	Conceptual Knowledge	Moodle Chapter	
Mon., Feb. 18	Emotions as Cognitive Programs	Moodle Article 1	Lit. Review 1 due!
Wed., Feb. 20	BLOCK EXAM 2		

Block 3			
Mon., Feb. 25	Language	Textbook Ch. 10	
Wed., Feb. 27	Problem Solving	Textbook Ch. 14	
Mon., Mar. 4	Deductive Reasoning	Textbook Ch. 13, p. 436 – 452	
Wed., Mar. 6	Inductive Reasoning	Textbook Ch. 12	Lit Review 2 covered
Mon., Mar. 11	Decision-Making	Moodle Article 2	
Wed., Mar. 13	Choice Architecture	Moodle Article 3	

Finals Week			
Wed., Mar. 20	Make-up exam period (10:00 – 2:00)		Lit Review 2 due!
Fri., Mar. 22; 10-11:50 AM	BLOCK EXAM 3		