



**PSYCHOLOGY 331  
COGNITIVE PSYCHOLOGY  
COURSE SYLLABUS  
SUMMER 2017**

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Welcome to Cognitive Psychology! Since each of you has spent a number of years honing your academic prowess, I am expecting a scholarly approach and inquisitiveness toward cognitive psychology never before paralleled. This course will use many experimental principles and tools learned previously in other courses and in your own life experiences, so you can be both integrative and analytical in dealing with cognitive issues.

*“Cognitive psychology refers to all processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used.” (Neisser, 1967)*

As Neisser’s definition above suggests, the field of cognitive psychology is dedicated to a study of the mind. How do we acquire information from the environment? How do we transform that information and represent it internally? Additionally, how do we use that information to arrive at the responses we make? In short, what are the internal workings of the mind? These questions are central to cognitive psychology and will serve as the starting point of our exploration of this fascinating topic.

One important characteristic of cognitive psychology is its attempt to apply a scientific approach to the study of the mind. (This characteristic is what largely separates cognitive psychology from other fields – like philosophy – that have pondered questions of the mind for centuries.) If you think that building a “science of mind” is a bold undertaking, you’re right. We obviously cannot “see” the mind directly. Furthermore, our mental processes are incredibly complex. (As proof, note how incredibly difficult it is to build machines that do many “cognitive” tasks that we can do with little or no effort.) As a result, the questions we will be asking will be tough ones, and many of them will not have straightforward answers. However, this situation should not deter us. Coming to even a preliminary understanding of the mind will be of incredible applied significance to you in the “REAL WORLD.” Whether you are building better computers, training better employees, helping your people cope with crises, or simply trying to become a better leader, the insights of cognitive psychology are central to your task. Even more importantly, our minds are a huge part of who we are as people; therefore, an understanding of how our minds operate will lead us to a better understanding of ourselves and how we interact with the world around us.

**Instructor:** Justin Rueb      **Section:** MTWRF (7:45-10:45AM)      **Room:** D240 SCI Bldg  
**Office:** B301 Science Center      **Office Hours:** (10:45-11:30), By appointment  
**Phone:** 346-2191      **Email:** Justin.Rueb@UWSP.edu

**Required Texts**

Ashcraft, M. H. (2006). *Cognition*. (5<sup>th</sup> ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.

Francis, G., Neath, I., VanHorn, D. (2008). *CogLab 2.0 on a CD*. Canada: Wadsworth/Thomson Learning.

## Course Policies

**Unrestricted Joint Effort** - For any assignment presented in this course, excluding in-class examinations, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. Any exceptions must be duly noted through proper documentation techniques.

**Late turn-in policy** - The policy for this unlikely event will be a **10% reduction** in your score for each day the paper is late. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency absence) will be worked out with your instructor.

**Cell Phones and Electronic Recording Devices** - All cell phones are to be turned off. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor.

**Student's Rights and Responsibilities** – Understanding your rights and responsibilities as students is an important aspect of your education here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URL below:

<http://www.uwsp.edu/centers/rights/RRBOOKLET8-2010-11.pdf>

**Course Withdrawal** - Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/news/uwspcatalog/academic.htm#Drop/Add>

**Academic Honesty** – If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions in accordance with UWS/UWSP 14, “Student Academic Standards and Disciplinary Procedures,” of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System. Copies of UWS/UWSP Chapter 14 are located at <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf> and in paper form at The Office of Students Rights and Responsibilities, each residence hall, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean.

## THE COURSE GRADING PROCESS

The best way to understand cognitive psychology is through discussion and hands-on experience. Consequently, several labs and quizzes are an integral part of the course. The combination of labs, quizzes, and in-class discussion will give you ample opportunity to display your knowledge and provide me with sufficient evidence to evaluate that knowledge in only 14 short days. Four types of assessment will evaluate your success in PSYC 331, outlined below.

**Classroom Attendance & Participation (CAP) Points (150 points)** - CAP points account for 15% of a student's grade in the course. These points are awarded at the end of the semester based on how well and how often a student participates in the class or provides items of interest to the instructor that can assist in another student's learning. These points may also come from pop quizzes or unlisted outside assignments. Active oral participation is essential to do well in this portion of the grading. Should students fail to participate in class, they can expect to receive no better than **100 of 150 points**. You can also expect to be downgraded in this area for more than **one absence**. One absence or less will result in a 100 out of 100 points for attendance. Attendance is recorded daily and the student is awarded a daily score from (0-Slept in class/did not attend, 1-Failed to participate/refused to answer question when called upon or late to class, 2-participated when called upon, 3-active, voluntary participation). The participation portion of the grade will be calculated using an instructor-derived formula based on your daily score total.

**Daily Questions (DQ) 100 points** - To encourage daily preparation and to reward those who do prepare, students will answer 1-4 daily question(s) during each of the classes. Each question will be worth 4 points. A total of 25 questions will count toward your overall grade, although it is probable that more than 25 questions may be given. However, your maximum score for this area is 100 points. When answering your daily question, you may use any study notes that you made prior to class. Daily lesson slides that you bring to class do constitute notes. Photocopies of another's notes do not constitute note preparation on your part. You may **not** use your textbook for the daily question. If you miss a DQ(s), you will simply miss the question(s) for that day.

**Lab Write-ups (4 Write-Ups @ 10 points each for 40 points (extra credit))**

Approximately every other class, we will spend one hour of class developing a framework for understanding the material in that unit. To help us develop this framework, you can voluntarily participate in a cognitive psychology experiment relevant to the course material, and then answer a few questions about it. The experiments and some practice questions can be found in the supplemental *CogLab 2.0 on a CD* workbook. The book/disc can be purchased independently or borrowed from a former student. You must complete the relevant lab and answer the assigned questions prior to coming to class on the designated day. We will talk about the labs on that day of class. **The assignment is due at the start of class for which it is designated as being due. Since lab workbooks vary by edition, ensure that you are doing the lab by the title listed on the syllabus.** However, because this course is compressed. Labs can be delayed for turn-in until after receipt of the Lab book.

**Quizzes (5 Quizzes @ 150 pts each; 750 points)**

On the day after each unit of material, we will have a short quiz. These quizzes will cover the material addressed in the assigned reading out of the Ashcraft text. The purpose of this quiz

is to help you better understand the basic concepts of the class. Each quiz will consist of a brief Q/A session; each student taking the quiz individually; a re-take of the quiz in small groups; and a larger group discussion to increase understanding. Your grade for each quiz will be calculated by the following formula:

$$(2/3 \times \text{Individual Quiz}) + (1/3 \times \text{Group Quiz}).$$

**Bonus Points (15 Points maximum)** - To encourage an in-depth reading and review of this syllabus and other course material, this instructor will award any student 1 point (up to a maximum of 15 points-1.5% of your grade) for any error that s/he discovers in any of the instructor's written documents. This policy does not apply to email. The email should state what course and section you are in and the error (e.g., PSYC 110-Section 1: The word "eror" found on slide 2, line 2 of the normal distributions lesson should be spelled "error."). Only the first individual who notifies the instructor of the error will receive the point. So as not to interrupt the class, students will notify the instructor before or after class via email. E-mail is the acceptable method of notification as this provides this instructor with a traceable record for assigning the bonus points. Only students who email the error will get credit. Verbal notification is not enough, with the exception of quizzes and the final. For these examinations, the student must inform the instructor and then write the error and question number on the front of the examination to receive credit. However, if two students should have the same error listed, I will use the date/time of the message to indicate who was first. The instructor will keep a master copy of the student's name for each error for each document. Since I strive to produce the best product possible, this approach will help me reach a goal of zero errors in my materials. Should a student receive a verbal bonus point in class, that student must again email the instructor reminding him of that bonus point on that day. Delayed (more than two days) or non-notification results in loss of the bonus point.

**Course Grading Summary**

<b><u>Requirement</u></b>	<b><u>#</u></b>	<b><u>Points</u></b>	<b><u>%</u></b>	<b><u>Score</u></b>	<b><u>Cumulative Total</u></b>
CAP	1	150	15	_____	_____
Daily Questions	25 @ 4 points ea.	100	10	_____	_____
Quizzes	5 @ 150 points each	750	75	_____	_____
Total		1000	100	_____	_____

**Quiz 1** \_\_\_\_\_ **Quiz 2** \_\_\_\_\_ **Quiz 3** \_\_\_\_\_ **Quiz 4** \_\_\_\_\_ **Quiz 5** \_\_\_\_\_

### **The Meaning of Grades in PSYC 331**

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a contract grade schedule for this course would be inappropriate. Therefore, this course will not use a rigid contract for converting percentages to letter grades. However, the following guidelines will be used to assign points on essays and projects and will represent the minimal grade a student can receive for this effort.

<b>A</b>	<b>95-100</b>	<b>B+</b>	<b>89 – 91.99</b>	<b>C+</b>	<b>79 – 81.99</b>	<b>D+</b>	<b>68 – 71.99</b>
<b>A-</b>	<b>92-94.99</b>	<b>B</b>	<b>85 – 88.99</b>	<b>C</b>	<b>75 – 77.99</b>	<b>D</b>	<b>64 – 67.99</b>
		<b>B-</b>	<b>82 – 84.99</b>	<b>C-</b>	<b>72 – 74.99</b>	<b>F</b>	<b>Below 64</b>

### BS 331 Schedule, Summer 2017

(All readings are from Ashcraft & Radvansky. All labs are in the CogLab 2.0 on a CD workbook.)

Date	Lesson	Topic	Assignment	Items Due
<b>May</b>				
<b>30</b>	1	Intro / Course Orientation Course Themes Methods in Cog Psych	Read Chapters 1 & 2	
<b>31</b>	2	Perception and Pattern Recognition	Read Chapter 3	
<b>June</b>				
<b>1</b>	3	Perception and Pattern Recognition	Read Chapter 3	
<b>2</b>	4	Attention and Automaticity	Read Chapter 4 <b>Lab #1 - Visual Search</b>	<b>Quiz 1</b>
<b>5</b>	5	Sensory Memory Short-term / Working Memory	Read Ch. 5	
<b>6</b>	6	Short-term / Working Memory	Read Ch. 5 <b>Lab #2 – Stroop Effect</b>	
<b>7</b>	7	Episodic & Long Term Memory	<b>Lab #3 Brown-Peterson</b> Read Chapter 6	<b>Quiz 2</b>
<b>8</b>	8	Semantic Memory	Read Chapter 7 <b>Lab #4 Von Restorff Effect</b>	
<b>9</b>	9	Memory in Natural Settings	Read Chapter 8 <b>Lab #5 – False Memory</b>	<b>Quiz 3</b>
<b>12</b>	10	Language Comprehension	Read Chapters 9 & 10	
<b>13</b>	11	Language Comprehension Decision Making	Read Chapter 9-11 <b>Lab #6 – Word Superiority</b>	<b>Quiz 4</b>
<b>14</b>	12	Decision Making Problem Solving	Read Chapter 11-12	
<b>15</b>	13	Problem Solving	Read Chapter 11-12	<b>All Labs are due</b>
<b>16</b>	14	Final	Chapters 11-12	<b>Final (Quiz 5)</b>

**You must complete the Computer lab assignment prior to coming to class!**