



## PSYCHOLOGY 331-02: Cognitive Psychology Fall 2021

Online via Canvas

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### Instructor Contact Information

*Instructor:* Robert J. Nemeth, Ph.D.

*Office:* D237 Science Building

*Office hours:* 2:00 p.m. – 3 p.m. Tu & Th, or by appointment. Given Covid policies, my office door will be closed. Please knock. Alternatively, consider attending office hours virtually via Zoom.

*Phone:* (715) 346-2883--this is the School of Behavioral and Social Sciences phone number. Please leave a message. Email is the better way to contact me.

*Email:* rnemeth@uwsp.edu

### Required Textbook

Matlin, M. W. (2013). *Cognition*. (8<sup>th</sup> ed.). Hoboken, NJ: Wiley.

### General Philosophy of Teaching

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology.
- Help my students develop the following skills that typify an educated adult:
  - organizational skills
  - critical thinking skills
  - verbal and writing skills
  - quantitative skills
- Emphasize **partnership** in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

### Goals/Objectives

Cognitive Psychology (PSYC 331) will introduce you to research, theory, and application of the branch of experimental psychology that focuses on human and animal cognition. The class will cover the topics of attention, pattern recognition, memory, metacognition, knowledge organization, decision-making, problem solving, and language.

By the end of the semester you will

1. understand what the major questions in cognitive psychology are and how psychological research has helped answer these questions,
2. critically consider how cognition forms a core area of psychology and how cognition relates to every other area of psychology,
3. critically evaluate empirical tests of theories through demonstrations and discussions,
4. understand how principles of cognitive psychology can be applied to various real-world problems such as the impact of divided attention while driving, the reliability of eyewitness memory, and so forth.

## Class Format

**Online Video Lectures.** During video lectures, I will discuss important ideas, research, theories, people, and issues in cognitive psychology. While my lectures will draw on material in the textbook, **they will not duplicate the textbook**. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. For this reason, **you are expected** to watch the video lectures, and **many exam questions will come from the lectures alone**. Occasionally, I will provide external videos to supplement the video lectures. These videos will come from available streaming sites (YouTube, Films on Demand, etc.). The videos will expand on topics we are learning in class and will often feature psychologists talking about their work. I am very cognizant of the time expected to be devoted to the class and will not overload you with videos to watch!

**Discussions.** Each module/chapter will have a discussion set up in Canvas. The discussions will give you an opportunity to ask questions about the topic and interact with your fellow students in the class. In addition, there will be a **General Questions Discussion** for you to ask questions about the course. I encourage you to post your questions in the discussion instead of emailing me, since other students may have the same questions and they can see your question and my reply. I would recommend if you have a general question about the course, that you first check the General Questions Discussion to see if someone else has already asked that same question.

**Experiment Demonstrations.** Cognitive psychology depends heavily on experimental research to develop and refine theories of cognition. I feel that the best way to learn how cognitive psychologists study questions of cognition is to take part in demonstrations of classic cognitive psychology experiments. See the section below on Experiment Demonstrations in the Grading section of the syllabus.

## Reading Assignments

Textbook reading assignments are indicated in the class schedule. To do well in the course, it is essential that you keep up with the course readings. Reading quizzes will test your knowledge of the reading assignments. If you are ever confused about what you read in the textbook, please feel free to post a question in the appropriate Discussion.

### Guidelines for Courtesy and Respect in the Classroom

- Please **ask questions** if you are unclear about anything presented in the video lectures or textbook—use the discussions to ask your questions or ask them in the weekly Zoom office hour.
- Please **show respect for your fellow students and your instructor** in online discussions by reading and being open to diverse perspectives. You may disagree with other the instructor or other students or raise questions about the material in the textbook, but you are expected to present your ideas in a respectful manner.
- Lecture materials and recordings for PSYC 331 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Thank you for your cooperation.

## Grading

**Exams.** There will be three exams over the course of the semester.

- Each exam will cover only the material up to the test.
- The exams will consist of 40 multiple-choice questions. I will provide you with a general study guide before each exam.
- The questions will cover the assigned readings, video lectures, activities/worksheets, and any additional videos.
- The exams will be scheduled on Fridays with a window of time between 12 a.m. to 11:59 p.m. You will be given 50 minutes to complete the exam once you start it. If that window of time does not work for you, please contact me for an alternate time or extension, but please try to complete the exam in that timeframe. Every student that I must make special accommodations for requires manual input for that student. If you have accommodations through the DATC that grant time extensions, you will be given that time on your exam.
- If you miss an exam due to an unexpected reason (i.e., an emergency), you must contact me in a reasonable time to schedule a make-up (i.e., you cannot schedule a make-up at the end of the semester for work that was due at the beginning of the semester).
- Exams will be open book: you can use your textbook and notes.
- You will have one attempt at the exam once you start it.
- Each question will be displayed one-at-a-time and you may go back to earlier questions.
- You will be given your grade as soon as you complete the exam. I will not be allowing you to see the questions and answers once you submit your exam. You may contact me if you would like more information about any of the questions on the exam.
- If warranted, I may accept multiple answers for a question after I look at the statistics provided by Canvas.

**Reading Quizzes.** To help you keep up with the reading as well as to provide an opportunity for regular feedback, and to prep you for class I will be giving semi-weekly quizzes on *Canvas*.

- These quizzes will consist of 5 multiple-choice questions that will test your knowledge of most chapters in the textbook. Some chapters will not be quizzed to keep the workload manageable. There will be a 5-minute time limit to complete the quizzes; the time limit is designed to prevent “fishing” for answers from the textbook.
- In addition, these quizzes will show you what to expect for the multiple-choice questions on the exams.
- The quizzes will be posted one week before they are due and will be due by 11:59 p.m. on the day they are due.
- Quizzes are generally due on the first day of the week of the module/chapter. You should read the chapters first before watching any video lectures.
- You will have the opportunity to retake the quiz 3 times within the time availability.
- Normally, make-ups for reading quizzes will **NOT** be permitted. However, I will provide make-up availability to students with exceptional circumstances on a case-by-case basis. If you miss a reading quiz and feel you should be given extra time, please contact me. I will consider these make-up possibilities for up to one week after the respective quiz is due.

**Experiment Demonstrations.** To provide a greater understanding of the methods and theories of cognitive psychology, students will complete five experiment demonstrations over the semester.

- Some of these demonstrations will be online and some will be from your textbook or provided by me.
- All will include some form of data collection, where you complete the demonstration and provide me with your results.
- Based on the demonstration and the results, you will answer questions about the demonstration and the implications for cognitive psychological theory.

Graded Components of Psych 331	Point Values	Percentage of Grade
Reading Quizzes 8 × 5 points	40	9%
Unit Exams 3 × 100 points	300	68%
Experiment Demonstrations 5 × 20 points	100	23%
<b>TOTAL</b>	<b>440</b>	<b>100%</b>

Grades will be given according to the following scale:

Grade	Points	% Total
A	407 – 440	93%-100%
A-	394 – 406	90%-92%
B+	381 – 393	87%-89%
B	363 – 380	83%-86%
B-	350 – 362	80%-82%
C+	337 – 349	77%-79%
C	319 – 336	73%-76%
C-	306 – 318	70%-72%
D+	293 – 305	67%-69%
D	262 – 292	60%-66%
F	≤ 261	≤ 59%

### Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 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 Ch. UWS 14 can be found in electronic form at <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic integrity and misconduct see, <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

**Course Withdrawal**

- If you wish to drop the class, you must do so within published deadlines to avoid a failing grade or loss of reimbursable tuition. The published deadlines can be found at <http://www.uwsp.edu/regrec/Pages/Cancellations.aspx>.

**For Assistance:**

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you need additional accommodations due to a diagnosed disability, please contact me and Disability Services within the first two weeks of the semester. Disability Services can be found at 609 Albertson Hall, and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Abuse and Sexual Assault:**

- Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a university instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Class Schedule**

I reserve the right to make changes to the class schedule as circumstances dictate.

WEEK	DATE	TOPIC	READINGS/DUE DATES
1	9/2 – 9/3	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Course Objectives and Expectations</li> <li>• What is Cognitive Psych?</li> </ul>	No Readings
2	9/7 – 9/10	<ul style="list-style-type: none"> <li>• The Historical Roots of Cognitive Psychology</li> <li>• Overview of Research Methods</li> </ul>	Ch.1
3	9/13 – 9/17	<b>Perceptual Processes</b> <ul style="list-style-type: none"> <li>• Sensory Register</li> <li>• Object/Pattern Recognition</li> <li>• Face Recognition</li> </ul>	Ch. 2 (pp. 33-59) <i>Quiz 1 on Ch. 2 (pp. 33-59) due 9/14</i>
4	9/20 – 9/24	<b>Attention</b> <ul style="list-style-type: none"> <li>• Filter and Capacity Models of Attention</li> </ul>	Ch. 3 <i>Quiz 2 on Ch. 3 due 9/20</i> <i>Demo 1 due 9/24</i>
5	9/27 – 10/1	<b>Short-Term/Working Memory</b> <ul style="list-style-type: none"> <li>• Short-term Memory</li> <li>• Working Memory</li> </ul>	Ch. 4 <i>Quiz 3 on Ch. 4 due 9/27</i> <b>Unit Exam 1 due 10/1</b>
6	10/4 – 10/8	<b>Long-Term Memory</b> <ul style="list-style-type: none"> <li>• Levels of Processing</li> <li>• Context and Memory</li> </ul>	Ch. 5 (pp. 125-141) <i>Demo 2 due 10/8</i>
7	10/11 – 10/15	<b>Implicit Memory</b> <ul style="list-style-type: none"> <li>• Research and Theory</li> <li>• Amnesia</li> </ul>	Ch. 5 (pp. 142-151)
8	10/18 – 10/22	<b>Autobiographical Memory</b> <ul style="list-style-type: none"> <li>• Memory of the self</li> </ul>	Ch. 5 (pp. 151-162) <i>Quiz 4 on Ch. 5 due 10/18</i>
9	10/25 – 10/29	<b>Memory Failure</b> <ul style="list-style-type: none"> <li>• Forgetting</li> <li>• False Memory</li> </ul>	Ch. 5 (pp. 162-168) <i>Demo 3 due 10/29</i>
10	11/1 – 11/5	<b>Imagery</b> <ul style="list-style-type: none"> <li>• Visual Imagery</li> </ul>	Ch. 7 (pp. 207-228) <i>Quiz 5 on Ch. 7 due 11/1</i> <b>Unit Exam 2 due 11/5</b>
11	11/8 – 11/12	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Theories of Knowledge Organization</li> <li>• Schemas and Scripts</li> </ul>	Ch. 8 <i>Quiz 6 on Ch. 8 due 11/8</i>
12	11/15 – 11/19	<b>Language</b> <ul style="list-style-type: none"> <li>• Structure and Speech</li> <li>• Syntax and Language Acquisition</li> </ul>	Ch. 9 (pp. 295-316) Ch. 2 (pp. 59-65) Ch. 10 (pp. 354 – 367) <i>Quiz 7 on the above sections of Chs. 9, 2, &amp; 10 due 11/15</i> <i>Demo 4 due 11/19</i>
13	11/22 – 11/24	<b>Metacognition</b> <ul style="list-style-type: none"> <li>• Metamemory</li> </ul>	Ch. 6 (pp.188-206)
14	11/29 – 12/3	<b>Problem Solving</b> <ul style="list-style-type: none"> <li>• Structure, Heuristics, and Expertise</li> </ul>	Ch. 11 <i>Demo 5 due 12/3</i>
15	12/6 – 12/10	<b>Reasoning and Decision Making</b> <ul style="list-style-type: none"> <li>• Deductive Reasoning</li> <li>• Decision Making</li> </ul>	Ch. 12 <i>Quiz 8 on Ch. 12 due 12/6</i> <b>Unit Exam 3 due 12/10</b>

**1. Read the Textbook**

- Your primary time to learn the information in the course is reading and studying the textbook. Online classes don't change this. The same would be true for a face-to-face class. Most of your learning occurs while studying.
- You need to read to comprehension. In other words, if you don't understand what you're reading, you're not going to learn anything. Your textbook has comprehension checks called Concept Checks. Do them. If you can't answer the Concept Check, then go back and reread the section.
- Try the SQ3R method of reading. First, **survey** the chapter. Each chapter begins with an outline. Read it. Second, survey the rest of the chapter by looking at the headings and figures and charts. Third, develop **questions** based on the headings (For example in Chapter 1, the heading The Battle of the "Schools" Begins: Structuralism Versus Functionalism could be changed into the question "What was the "battle" between the schools of Structuralism and Functionalism. Fourth, **read** the section. Fifth, **recite** the answer to the question. And finally, sixth, once you've finished reading the chapter, **review** what you read.

**2. Watch Videos and Take Notes**

- I will be posting videos lectures as well as supplementary videos. One of the best ways to learn (like if you were in the classroom) is to take notes summarizing what you're learning. Your notes should not be word-for-word. Instead, you should summarize what you're learning in your own words in shorthand. Generating notes like this in your own words has been found to increase retention.

**3. Ask Questions in the Discussions**

- Each of the weekly topics will have a designated Discussion. If you are confused or curious, please post questions in the Discussion. I will check and answer it daily. Even if you don't have questions, it would be worth checking the Discussion to see if I have answered someone else's questions which could help clarify concepts for you.

**4. Take the Quizzes**

- There are semi-weekly quizzes throughout the semester. The quizzes are a good way to test your knowledge of what you're reading. Since you can retake them, most students will likely earn most of the points. But in terms of learning, testing has been found to help in the retention of information. In addition to the online quizzes, your textbook has practice tests in Appendix A. Take these too after you've read the chapter. And be honest! Don't look at the answers until you've answered them.

**5. Use the Study Guide to Help You to Prepare for Exams**

- The study guides I provide aren't intended to do the hard work of studying for you, but they are intended to point you in the direction of where to focus your energy. Although you are responsible for learning entire chapters, the study guide will suggest what areas to focus on. The best method for studying for exams is to test your memory and knowledge of the information. Reading and rereading is one of the least efficient strategies for studying, although a good starting point. You need to be active in your studying. My recommendation is once you've reviewed our notes one or two times, write out your answers to all of the questions on the study guide **without** looking at your notes!

**6. Take Exams and if You Don't Do Well, Then Reevaluate Study Strategies**

- If you don't do as well as you would like on your exams, then you need to make changes for the next exam. Usually, students don't do well because they have adopted poor learning/studying strategies consisting mostly of reading and rereading the textbook and their notes. Your studying needs to go beyond this to be effective. The best method for learning information is to generate information that reflects your knowledge. So, rewriting notes and answering questions are good ways to be more active in your studying.
- I'm always here to help, so please feel free to contact me if you want a personal consultation about how to improve your learning.