

Cognitive Psychology: PSY3750

Winter Session Dec. 26, 2012-Jan. 14, 2013

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Course Overview: This course critically examines people's information-processing capabilities and limitations. Emphasis is placed on the theoretical principles that underlie the attention, perception, understanding, and memory of events, as well as current research methodologies and questions. The online delivery of this course requires your ability to use and integrate the material you will read in the textbook with the questions and assignments presented in class.

What to expect: This is an intensive three-week class designed to provide a rich and thorough study of cognitive psychology. To complete this class in the time-frame allowed the speed and workload expectations will be challenging. Your knowledge of the materials will be expressed on discussion boards, short multiple choice quizzes, and essays. Please plan to give yourself enough time to complete these assignments, on average about 15 hours per week

Course Objectives:

- i. Expose students to the various historical and modern perspectives of cognitive psychology.
- ii. To develop an appreciation for the scientific methods used with Psychology, cognition, cognitive-neuroscience, and related topics.
- iii. To examine and interpret the relevant empirical data in order to critically evaluate the various theories regarding cognition and cognitive-neuroscience.
- iv. To begin to comprehend the complexities of thought and mental activity from a variety of different psychological and philosophical perspectives. The diversity of Psychology stems from the recognition that a myriad of approaches are necessary in order to understand the complex beings that we are, with uniqueness of personality, gender, ethnicity, and cultural identity.
- v. To develop a sophisticated understanding of cognitive science within and beyond the discipline of Psychology.

Student Learning Outcomes (SLOs):

Students will be able to:

- i. Show mastery of several major cognitive theories with an emphasis on the basis of those theories using empirical evidence
- ii. In their written and oral assignments demonstrate the ability to recognize valid scientific methods and empirical support of ideas about the cognitive systems
- iii. Demonstrate their ability to evaluate sources by recognizing appropriate methods, techniques, and analysis
- iv. Demonstrate competent writing and oral skills in articulating their understanding of cognitive studies
- v. Show an understanding of multiple perspectives, including diverse ethnic, gender, and multicultural approaches

Required Materials: Smith & Kosslyn's *Cognitive Psychology: Mind & Brain*, ISBN 0131825089, published in 2007/2009 is the required textbook. It is CRITICAL that you have access to the textbook because it will be your principle source for all of the assignments we cover in class. Whether you buy, rent, borrow, share, eRead or otherwise, you absolutely must have access to the textbook for regular use.

Course Requirements & Grading:

<u>Total</u>	<u>450 pts</u>	<u>100%</u>
Quizzes	180 pts	40%
Essays	150 pts	33%
Discussions	120 pts	27%

Course Calendar:

<p>Wk 1: 12/26 - 1/2</p>	<p>Chapters 1, 2, 3, 4</p>	<p>Sunday before midnight: Quizzes (Do at least <u>three</u> from chapters 1, 2, 3, 4, or complete all four to have the lowest grade is dropped!)</p>	<p>Monday before midnight Discussions Chapters 1-4 Include at least 1 comment and 1 response on each chapter</p>	<p>Wednesday before midnight Essay (pick <u>1</u> to complete) <i>CH1.</i> What are the relative advantages and disadvantages of using behavioral vs. neural methods for studying cognition? <i>CH2.</i> How is the jumble of sensory information organized to be able to detect shapes and patterns? <i>CH3.</i> Using the evidence presented in the chapter, how should legislators approach the issue of using cell phones while driving? <i>CH4.</i> What is the relationship between perception and the representation of an idea in memory?</p>
<p>Wk 2: 1/3 - 1/8</p>	<p>Chapters 5, 6, 7, 8</p>	<p>Sunday before midnight: Quizzes (Do at least <u>three</u> from chapters 5, 6, 7, 8, or complete all four to have the lowest grade is dropped!)</p>	<p>Monday before midnight: Discussions Chapters 5-8 Include at least 1 comment and 1 response on each chapter</p>	<p>Tuesday before midnight: Essay (pick <u>1</u> to complete) <i>CH5.</i> What are the most important ideas for improving recollection with long-term memory? <i>CH6.</i> What is the relationship between working memory, consciousness, and problem solving? <i>CH7.</i> How does the research on task switching imply for dual-task or multi-tasking to accomplish daily tasks? <i>CH8.</i> How does emotion influence cognitive processing and memory?</p>
<p>Wk 3: 1/9 - 1/14</p>	<p>Chapters 9, 10, 11, 12</p>	<p>Saturday before midnight: Quizzes (Do at least <u>three</u> from chapters 9, 10, 11, 12, or complete all four to have the lowest grade is dropped!)</p>	<p>Sunday before midnight: Discussions Chapters 9-12 Include at least 1 comment and 1 response on each chapter</p>	<p>Monday before midnight: Essay (pick <u>1</u> to complete) <i>CH9.</i> How could decision making be improved from a cognitive perspective? <i>CH10.</i> Imagine being a politician trying to convince voters to support a new policy. How could you direct voters to understand and adapt your solution is the best one? (I.e., direct their problem solving to match your own.) <i>CH11.</i> How do physical behaviors and perception of actions affect cognitive states? <i>CH12.</i> What is the relationship between language and thought?</p>
<p>*Note: This calendar is subject to change based on the progression of the class. Any changes will be noted on the class webpage, so please check it frequently!</p>				

Changes in Course Requirements: Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. However, the students must be given adequate notification. Moreover there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must conform to the spirit of this policy statement. All changes will be documented on the course website, and students are required to adhere to changes as they are presented online.

1. **Quizzes:** Each week you will be assigned four chapters, with an expectation that you will complete at least three chapter quizzes. The quizzes are 20-question multiple choice tests that pertain directly to the material presented in each chapter, and you will be allowed up to 1-hour for completion. Quizzes are available on blackboard and can be completed at ANY time before the deadline. You are encouraged to complete the quizzes at least a day before they are due. If you complete all four of the chapter quizzes assigned in a given week, the lowest score will be dropped/exempted from your grade. Because of the speed of this course, quizzes absolutely will be unavailable after the deadline without exception. **180 pts possible.**

2. **Discussions:** To encourage you to engage in meaningful discussions about the course material you will be required to post a comment (1 original comment) and to post at least one response to other people's comments per READING. Each reading (a chapter or article) will have its own discussion thread, *so at a minimum post a comment and response on each thread.* Additional comments and responses are welcome, and can help you earn the full credit for that thread.

Here is what is expected to earn full credit for a **comment**. Choose 1 or 2 statements that you found to be interesting, or impactful in the reading. Very briefly (less than 10 words) quote or summarize that statement, then describe *how you are interpreting that critical statement*, and finally state *why you found it important!*

Comments: (1) Quote, (2) Interpret/Clarify (3) State the impact or implications.

For **responses** to other people's comments you may contribute in any manner you wish, but responses should contribute meaningfully to the discussion (i.e., be more meaningful than a simple "I agree/disagree"). Opinions, clarifications, additional questions are all acceptable forms of responses. You can expect that I will also be participating in these discussions as I am looking forward to interacting with you!

Responses: (1) state your opinions, thoughts, questions on another person's comment.

There are two rules about these discussions: (1) Quality is more important than quantity in terms of grading; (2) Be respectful to others. If your comments are hurtful or disrespectful you may be censured or prohibited from the discussion (forfeiting that portion of your grade). (up to 10 pts per discussion, with 7 per comment and 3 per response) **120 pts** and possible extra credit!!

3. **Essays:** The essays will require you to answer a question about a debatable or controversial topic about an aspect of a chapter. Each week you will select a question about ONE chapter to answer. Answer the question by offering a THESIS (a claim or opinion that you intend to support), and then by using evidence FROM THE READING to support your thesis. Your essay should demonstrate a clear and complete understanding of the relevant material presented in that chapter. Here are some guidelines for how to write the essay:

- Essays should be 400-600 words in length
- Write this essay as if you were going to send it to a popular magazine for publication (e.g., Life, People, Reader's Digest, etc.). Expect that your audience is intelligent and interested, but does not know *anything* about your topic.
- *Rely on evidence to support your thesis.* The evidence you will need are studies and interesting findings described by the chapter or brought up on the discussion boards. To use that evidence effectively, briefly summarize the findings and then explain how they support your thesis. Remember, you need to assume your audience is interested in the topic, but also totally unfamiliar with it. By discussing the evidence please use the opportunity to SHOW OFF your clear and complete understanding of the topic. By being complete, I will be able to credit you for having excellent knowledge of the material. It is worth noting that 50% of your essay grade is based on your ability to demonstrate clear knowledge of the relevant materials in the textbook/discussion boards.
- You are REQUIRED to cite your evidence (i.e., the textbook) using APA style. If you do not cite your sources, or if you cite improperly it is plagiarism because it would mean not giving appropriate credit to those authors – i.e., stealing their ideas. APA style citing uses the last names of the author or authors and the year. For example, if I were to cite a study described in the textbook I might write: The hippocampus is involved in forming new memories (Smith & Kosslyn, 2009). For more info on proper APA cites, you may contact me directly or check out <http://owl.english.purdue.edu/owl/resource/560/02/>
- DO NOT USE DIRECT QUOTES!!!! This is an assignment to show off your understanding, so explain things in your own words and do not use direct quotes. You will be penalized on this assignment for direct quotes, so

please do not use them. Also, no direct quotes. Finally, if you see something that you want to copy word-for-word from the text then please stop yourself, take a deep breath, and put it into your own words despite that feeling.

- Use 12 pt –Times-New Roman font, on pages with 1-inch margins on all side, and be single spaced.
- At the end of an essay skip one line and add the following: Repeat the THESIS STATEMENT you are supporting and include the WORD COUNT (number of words).

Essay grades will be assessed on the following criteria:

- **50% knowledge of the week’s material as given in the chapter and discussions; presentation of evidence**
- **30% development, clarity, support of thesis, appropriate answer to essay question**
- **20% grammar, clarity of writing, overall persuasiveness**

All essays will be subject to anti-plagiarism testing using TURNITIN.com. For the listing of questions to be used on the chapters, see the course calendar below. Essays each earn up to 50 pts each x 3 = **150 pts possible**.

Blackboard: To successfully complete this course you will need access to Blackboard (<http://wpunj.edu/bb/>), the instructional technology learning center for William Paterson University. All of the chapter quizzes listed in the course calendar are offered on Blackboard, and can only be completed online. **It is your responsibility to gain access to blackboard and become proficient in using it. Online tutorials for blackboard are available on the website, and/or the Instructional Technology Center at WPUNJ can be contacted with any questions or requested for remediation using this system.**

Appropriate Classroom Behavior

While this class is to be conducted online, if the situation arises, here is the university policy on classroom behavior. In this class students are expected to observe the courtesies expected of responsible William Paterson University students. Any classroom behaviors which interfere with your instructor’s ability to teach, or distract from the concentration of other students, are inappropriate and unacceptable in this class. Inappropriate behaviors include (but aren’t necessarily limited to):

- Talking to other student(s) in a manner that is disruptive to the class
- Showing disrespect towards classmates or professor
- Using inappropriate language or non-verbal communication
- Using electronic devices (including a laptop, cell phone or PDA) for non-academic purposes
- Violence of any kind (physical, emotional, verbal)

Students whose actions detract from the learning of any other person in the class will be asked to stop the behaviors. Students who continue to be disruptive may be barred from the class and may face formal charges and academic dismissal.

Late policy, missed tests, etc : Assignments and tests are to be completed on or before the due date. *If a student misses an assignment* without prior consent and requires a make-up then a **documented valid excuse** will be required before a make-up will be scheduled. Make-up assignments must be scheduled and completed before the last day of class to receive credit. Scheduling a make-up is the responsibility of the student, and failure to do so will result in failure on the assignment. Examples of valid excuses are documented illnesses, tragedies, and accidents; invalid excuses such as sleeping late, or working on another class will not be accepted, as per the discretion of the professor.

Rebroadcasting disclaimer: Materials presented in this class are expressly forbidden for use profiteering, public rebroadcasting, youtube posting, facebook sharing, or any other activity not specifically educational and part of this class.

Students with Disabilities: In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from the Office of Disability Services. Reminders to the professor before exams are helpful! The Office of Student Development, specifically the Coordinator of Disability Services can be reached at (973) 720-2853 in Morrison Hall, Rm 132.

Academic Honor Code: Please maintain the highest levels of academic integrity as you attend this and all of your

courses. We want you to learn. Your parents want you to learn. Your friends want you to learn so that they have someone to ask questions of, if they haven't learned. Every one of you is capable of doing brilliantly in this class if you are willing to put in the effort. However, to do that you have to do the assignments and not cheat, plagiarize, buy old exams off eBay, or do anything else to demean yourself or your education. All students are expected to abide by the University's policy on Academic Honesty which is outlined on the WPUNJ website:

http://ww2.wpunj.edu/catalog/undergrad_2003_05/2GenerrallInfoNew.pdf

Cheating, plagiarism, collusion and lying are serious violations and students should understand fully what constitutes each. Students' work is routinely checked to ensure that this policy is enforced. If you are unsure about any definitions or have questions, please ask before you take a chance!

Turnitin Use Policy: Plagiarism is using somebody else's ideas and/or statements in your writing without correctly identifying and citing those sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. By taking this course, you agree that all assignments may be subject to some form of originality review.

Still need more information? Check out everything available on Blackboard!!!