

Cognitive Psychology

Psy 4420

Spring 2007

Meeting Time: Fri 5:15p-7:45p via satellite

Instructor: Heather Chapman

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Office: USU Research Park, Suite 140

Office Hours: By Appointment

Required Text:

Cognitive Psychology: Mind and Brain
Smith & Kosslyn

Optional Materials:

Course Reader for PSY 4420; this reader contains the outside articles that will be required reading during the semester. Purchase is not required, as articles will be available via E-Reserve.

Course Overview:

The purpose of the course is to gain an understanding of the basic principles associated with human cognition. Specifically, an attempt will be made to explain a little about how we think and learn on a daily basis.

In its most basic form, this course will guide you in an exploration of what is known about cognitive psychology, how it was discovered, and what is still left to be discovered.

The course has been organized into three parts: attention and perception, memory, and problem solving. This organization moves from the external environment through the memory structures of the brain and back out again as the thoughts in your head.

Objectives:

After successful completion of the course students should be able to:

1. Briefly describe and understand the origins and future goals of cognitive psychology.
2. Describe the various models of attention and differentiate between them.
3. Describe pattern recognition. What is it? What is its role?
4. Understand the information processing approach to memory.
5. Explain the modal model of memory including all of its parts and how they relate to one another.
6. Explain working memory and its relation to the modal model.
7. Distinguish between several different models of memory and describe how they differ from one another.
8. Describe the constructivist approach to memory and how it differs from the information processing model.

9. Distinguish between processes that both aid and hinder successful encoding and retrieval of information.
10. Describe the steps that go into evaluative thinking and decision making.
11. Determine effective problem-solving strategies.
12. Explain the development of expertise and its role in cognitive processing.

Course Requirements:

WebCT*: All tests and assignments will be submitted through use of WebCT using the University browser. WebCT is an online resource for instructors and students that allows easier interaction in a situation such as distance education. Rather than attempting to coordinate tests, assignments and papers back and forth via traditional mail or an e-mail distribution list, all of this can be handled via WebCT. A brief introduction to this service will be given on the first day of class.

*those taking the class through the prison system, if WebCT is not an option, other forms of communication will be determined.

To access WebCT: USU Homepage→Index→W→WebCT

Login to WebCT: Access A#

Password: Access PIN

Student grades will be based upon the following items:

1. Attendance/Class Participation
2. Student Homepage
3. In-Class Exams
4. Final Project

Each of these items is described below.

Attendance/Class Participation (10pts)

Attendance and participation in class is not required but is highly recommended. The majority of class discussion and instruction will follow directly from student feedback and questions/comments. In order to maintain the momentum for this discussion, it will be necessary for all individuals to participate and offer comments on the topics being covered.

Student Homepage (10pts)

Due Date: February 28th

Located on the WebCT course homepage is an icon labeled “Student Homepages”. This link is accessible to all students who log on to the Psy 5100 homepage and allows students to introduce themselves to one another. Due to the informal nature of distance education, the student homepages link offers an opportunity to personalize things a bit and allows students from various corners of the state to relate to one another.

To encourage this method of personalization, all students will be required to complete and personalize a student homepage in whatever manner seen fit.

In-Class Exams (75 pts each)

There will be three (3) in-class exams. These exams will cover the three main focuses of the course (attention/perception, memory, problem solving) and will be given approximately every five weeks. **This is an approximation!** Exact dates for each exam will be determined dependent upon the flow of class discussions. Exams will not be comprehensive, but some material from previous sections may show up on a later test depending on how much new information relates to old. If this is the case, the old material will be presented as a link to current material.

Test format will be as follows:

20 multiple choice questions – 2 pts each	
3 short-answer/matching questions – 5 pts each	
2 essay questions – 10 pts each	
Total:	75 pts each exam

Tests will be given using WebCT (see above). There will be no class on test weeks, although **students will still be required to participate in lab discussions on test weeks** (see below). Students will be required to log-in to WebCT at some point before 6pm on the day of the test to complete it. No retakes of exams will be allowed except in the most extreme cases (i.e. death or serious illness to you or your immediate family, jury duty, etc). Anyone not able to use WebCT to take exams (i.e. prison population) will be provided with a paper copy on the day of the test to be completed during regularly scheduled class time.

Final Project (100 pts)

Each student will be required to write a research paper related to a topic in cognitive psychology. Any topic within the textbook is a valid topic for investigation. This paper will consist of three (3) separate assignments that will be due at different times throughout the semester.

Proposal Outline (15 pts)

Due Date: February 16

Early in the semester, each student will be required to think through the organization of their final paper and present that organization in an outline format. The outline should be used as an organizational map throughout the semester. Students should think very carefully about this outline, as once it is turned in, it will be considered as a 'writing contract' by the instructor. More specifically, the organization of the final paper will be compared for consistency with the original outline.

Each outline should have 3 main headings, broken down further into subheadings. The 3 main headings should be Introduction, Body, and Conclusion.

List of References with Quotes and Explanation (25 pts)

Due Date: March 30

Each student will be required to turn in an extended reference list. This reference list will be much like an annotated bibliography, but with more detail. The reference list will consist of **at least 6 references, not including the text**. Three things will be expected:

1. Each reference should be written out using correct APA format.
2. Beneath each reference the student will be expected to explain in a paragraph why this reference is relevant to the proposal, and which section of the proposal the reference will be used in.
3. For each reference, the student is required to pull out 3 possible quotes for use in the proposal. These quotes should be typed up using proper APA format and proper referencing. In other words, the quote should be written as if it were a part of a research paper and not a bibliography.

Research Paper (60 pts)

Length: 7-10 pages

Due Date: April 27

The purpose of the research paper will be to write an in-depth investigation into one of the topics covered in the book. The paper should investigate the history of the topic, as well as the relevance and importance of the topic to cognitive psychology or to psychology and human behavior as a whole. The format followed for this paper should be as follows:

- Introduction/Problem Statement (1-2 pages)
- Body of the Report (5-7 pages)
- Discussion/Conclusion (1-2 pages)
- References (at least 6, not including the text)

The paper should use proper APA formatting, and should follow the organization of the outline submitted early in the semester. The final report will be graded as follows:

- Consistency of organization with outline and extended reference list (10 pts)
- Organization and Clarity of Writing (25 pts)
- Relevance of material presented (15 pts)
- Correct APA format of reference page and citing within the text (10 pts)

Examples of each of the three parts of this assignment will be provided during the semester.

Points Breakdown

Following from the above descriptions, grades will be based upon the following:

Attendance/Class Participation	10 pts
Student Homepage	10 pts
Three Exams (75 pts each)	225 pts
Final Project	100 pts
<u>Lab Participation</u>	<u>70 pts</u>
Total	415 points

Grading Scale:

A	94-100 %	C	74-76%
A-	90-93%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	Below 60%

Extra Credit Opportunity (10pts):

One extra credit opportunity will be available throughout the semester for a maximum total of 10 points. This is described below:

Current Events:

The field of psychology is continually evolving. More and more is being discovered on a daily basis as tools improve and technology advances. To encourage awareness of the world around you, each student is offered the opportunity to share any current news related to the topics we will be discussing in class. These current event clips can come in the form of articles read or television shows watched. To get the extra credit point, the student should write up a half-page summary of the event. This summary should include where the event was found (magazine found in, or program watched) as well as what the main ideas were. Give me enough information that I could find the article/program if I wanted to.

Contacting the Instructor:

If at any point any student has questions or problems during the course of the semester, please feel free to contact the instructor. Especially due to the nature of distance education and the futility of having office hours (a luxury that on-campus students receive) contacting the instructor is encouraged. Due to the large class size and in order not to overwhelm my inbox(!), all messages to be sent to the instructor should be sent through WebCT. To do this, use the Contacts link on the course homepage. If for some reason you don't receive a response from me through WebCT, my e-mail address is always an option, but please out of courtesy, use WebCT first. (Much appreciated!!)

Changes in Course Assignments and Schedule:

The instructor reserves the right to adjust course readings, assignments, and test dates to best attain the objectives of the course. Any changes will be announced in class.

Course Calendar:

Week	Date	Topics	Readings & Assignments
1	12-Jan	Introduction, History of Cognition	Ch 1
2	19-Jan	Perception and Pattern Recognition	Ch 2
3	26-Jan	Pattern Recognition and Attention	Ch 2, Ch 3
4	2-Feb	Attention, Writing a Research Paper	Ch 3, Shiffrin & Atkinson
5	9-Feb	Exam 1	
6	16-Feb	Modal Model/Working Memory	Ch 6, Miller Paper Outline Due
7	23-Feb	Long-Term Memory/Memory Structures	Ch 4, Ch 5 Tulving
8	2-Mar	Network Models	Ch 5 (Outside Reading?)
9	9-Mar	Recall and Forgetting	Schacter
10	16-Mar	Spring Break, No Class	
11	23-Mar	Exam 2	
12	30-Mar	Recall and Forgetting/Expertise	Bloom Reference List Due
13	6-Apr	Executive Functions	Ch 7, Bloom
14	13-Apr	Emotion and Motor Cognition	Ch 8, Ch 11
15	20-Apr	Decision Making/Problem Solving	Ch 9, Ch 10 van Gelder
16	27-Apr	Decision Making/Problem Solving	Ch 9, Ch 10 Proposal due
17	4-May	Exam 3	

Articles listed in readings section can be found on Electronic Reserve.

URL: <http://eres.usu.edu>

Password: cha4420

Cognitive Psychology

Psy 4430

Lab Section

Spring 2005

Required Materials:

Course Reader for PSY 4430; this reader contains the outside articles that will be required reading during the semester.

Purchase is recommended, although articles will be available via E-Reserve.

Course Overview:

With the Cognitive Psychology course, students are required to complete a lab section with the goal of relating topics learned in class in a more applied sense.

Objectives:

After participating in the lab section of this class, students will be able to:

1. Apply topics learned in Psy 4420 to real-world events
2. Converse intelligently about these topics with in-class peers
3. Recognize the inter-relatedness of each topic presented in class
4. Recognize the discrete differences in each theory presented in class

Course Requirements:

Students participating in the lab section will be required to converse with in-class peers in a discussion format on topics and articles as assigned by the instructor. This discussion format will follow a 'chat room' type construction as outlined below.

Discussion Groups:

Each student will be assigned randomly to a discussion group through WebCT. These groups will consist of 10-11 people. Each member will be required to log-on to WebCT once a week at a time determined by the group. All members need to agree on a common time. Once this time is determined, one member of the group will need to send a message to the instructor informing her of the agreed upon discussion time. Once logged on, group members will be required to discuss the weekly topic with one another with the goal of determining opinions or resolving an issue. Every member of the group needs to participate and offer a response. Depending on the topic, this discussion is expected to take between 15 minutes and one hour.

Scribe:

At the conclusion of each discussion session, one person will act as scribe for the group and write up a one-page response/consolidation of views that summarizes what each member contributed and what the overall consensus was.

The scribe will be required to rank each participant on a scale of 1 to 5 as to how effective the participant was during the discussion session. The ranking system is not intended as a grade, but will inform the instructor as to how well the discussion topics are

working and will alert the instructor to which discussion groups to check in on or which members to contact in an attempt to motivate.

Because of the ranking required by the scribe, this responsibility will be rotated each week. Each member of the discussion group will be required to act as scribe at several points throughout the semester.

Format of weekly response/consolidation:

The weekly response will be sent via WebCT, and will be approximately one (1) page in length. The headings that need to be covered are:

- Who attended the discussion group?
- What topic/question was covered?
- What were the prevalent views expressed by group members?
- Were there any interesting or unusual views expressed?
- Who participated the most?
- Who participated the least?
- Rankings of each participant.

Logging in to Discussion Groups:

On the WebCT course homepage, there is an icon labeled Discussion Groups. Clicking on this icon will lead students to a page listing each group. This page also displays which group the person logged on belongs to.

Points Breakdown:

Students will be expected to participate in the discussion group conversation each week, including test weeks. The only exception to this is the week of Spring Break. Students will receive 5 pts for each discussion that they participate in. This 5 pts (70 pts total) will be added to the total for the class. Any absence from discussion group sessions must be approved by the instructor at least one day prior to discussion group meeting time. Award of points for a missed session will be at the discretion of the instructor.

Disclaimer:

The instructor will have access to each discussion group and will be signing on from time to time with each different group to ensure that members are conversing about the topics given and that the people reported as being logged on actually are participating. Despite this, there will still be a large portion of time that discussion groups will not be monitored. Hence, reporting of participation and actual discussion time will be based largely on an honor system format. Any false information reported to the instructor that is discovered will fall under the category of cheating and will be handled as outlined in the University course catalog.

Course Calendar:

Week	Date	Readings	Authors
1	12-Jan	Assignment of Groups, no readings	
2	19-Jan	Contact your group members to determine time and method of meeting each week, no readings	
3	26-Jan	Rise of the Modern Mind Beyond the Neuron Doctrine	McPherson Smith Fields
4	2-Feb	Sweet Dreams are Made of This Subliminal Processing (3 small articles)	Klösch & Kraft (through Merikle)
5	9-Feb	The Quirks of Constancy Laws of Organization in Perceptual Forms	Ramachandran & Rogers- Ramachadran Wertheimer
6	16-Feb	Inattentional Blindness Coming to Attention	Mack Engel, Debener & Kranzloch
7	23-Feb	Picture This The Movie in Your Head	Grueter Koch
8	2-Mar	Limits of Multitasking Tyranny of Choice	Manhart Schwartz
9	9-Mar	The Lost Mariner A Matter of Identity	Sacks Sacks
10	16-Mar	Spring Break, No Readings	
11	23-Mar	Leading Questions and the Eyewitness Report The Confidence of Eyewitnesses in Their Identification from Lineups	Loftus Wells, Olson & Charman
12	30-Mar	True Crimes, False Confessions The Construction of Space Alien Abduction Memories	Kassin & Gudjonsson Clark & Loftus
13	6-Apr	Smarter on Drugs Your Own Hall of Memories	Gazzaniga Spang
14	13-Apr	The Mind's Eye Mapped onto the Brain's Matter Elaborative Memory Strategies of Professional Actors	Behrmann Noice
15	20-Apr	Unleashing Creativity Brian Wilson: A Cork on the Ocean	Kraft Levine
16	27-Apr	Strangely Familiar A Review of Deja Vu	Wolfradt Brown

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