Cognitive Psychology (PSY2400)
Fall 2012 – Instructor: Ryan Corser, M.S.

<u>**General Information**</u>
Class Time: Tuesday/Thursday, 2-3:15 PM   **Office:** University Hall 5009
Classroom: Bowman-Oddy 1053   **E-mail:** ryan.corser@rockets.utoledo.edu
Office Hours: Wednesday 2-4 PM or by appt.   **Office Phone:** (419) 530-5963

Course Description: The purpose of this course is to provide an overview of the field of cognitive psychology. The course summarizes experimental research in cognitive psychology, discusses the major theories in the field, and attempts to relate the research and theories to everyday life (e.g., divided attention, memory-improvement techniques, creativity, bilingualism, and decision making).

Objectives: As the course instructor, I hope each of you will be able to accomplish the following goals during the course of this semester:
        a) To learn about the research and theories of cognitive psychology
        b) To understand the advantages and limitations of different research methods
        c) To apply the information you learn to your own life and other real-world issues.

Teaching Format: Course material will be presented through a combination of lectures, demonstrations, and assigned readings. It is important that you attend class and complete the assigned readings prior to each class. I also expect you to treat your fellow students and me with respect. This includes listening and not talking while others are talking as well as turning off cell phones, laptops and other electronic devices during class.

Required Text: Matlin, M. W. (2009). Cognition (7th edition). Hoboken, NJ: Wiley.

Evaluation:
Exams (40 points each; total 120): There will be three exams consisting of multiple choice and short essay questions.
Make-up policy: In general, make-up exams are NOT allowed. If you have a valid medical or personal excuse AND you inform the instructor of your absence BEFORE the exam, then arrangements for a special *essay* make-up exam can be made. Make-up exams must be completed before exams are returned to the class; otherwise, you will receive a zero for that exam.

Chapter Quizzes (5 points each; total 60): After covering the material in a chapter, I will have a short quiz posted on Blackboard. You will have two days from the time it is posted to complete the quiz. You are welcome to use your notes and book during the quiz, but a strict time limit will be enforced; no make-ups are possible. Quizzes serve as practice for exams and ensure that you are understanding the material.

Call for WikiCog Submissions (40 points): **Overview:** You are invited to contribute to an exclusive, scholarly wiki called WikiCog—the go to source for inquiries about cognitive psychology. In groups of 3-4, you will research a concept or research question of your choice and create a wiki page informing others about your topic. Your primary goal is to present accurate information and to make it entertaining or interesting to the reader. WikiCog is also a peer-reviewed source meaning that after you submit your wiki your peers will evaluate your contribution. Each group will act as a reviewer evaluating 3 wiki pages. The purpose of WikiCog is: 1) to give you experience finding and reading primary sources, 2) to allow you to become an expert in an area of your interest, and 3) to give you an idea of how the peer-review system works. See the course schedule for specific deadlines and notice that I have small assignments that will help you prepare your wiki (e.g., submitting topic for approval, creating reference section, and creating a detailed outline).

Details: Groups will collaborate to produce a wiki page with cited references in APA style. In terms of topics, you may select from the list of pre-approved ideas (coming soon) or you're welcome to pursue a new topic pending approval. You may also choose most concepts presented in your book as your wiki topic. Keep in mind that your wiki must contain information that goes beyond what the book presents.

Your wiki page should reference mostly primary sources (i.e., peer-reviewed journal articles or book chapters). Each group member is responsible for contributing two research articles to the wiki. You can consult textbooks as secondary

sources, but avoid using online sources (e.g., web pages and Wikipedia). Your wiki page should be a minimum of 500 words, but no more than 1000 (excluding reference section and headings).

While WikiCog leaves much of the creative licensing to the authors, it expects authors to follow these guidelines:
      (a) give an example of the phenomenon (tell it or show it)
      (b) define the phenomenon,
      (c) tell the reader why is it important
      (d) explain the phenomenon (or briefly summarize research evidence & counterevidence)
      (e) give a visual aid (graphs, charts, or pictures),
      (f) relate the topic to other topics in cognitive psychology and "real world" applications
      (g) do not assume any prior knowledge on the part of the reader.

Preview of topics: Can sleep improve memory? If so, why? Do people have photographic memories (or eidetic memory)? Can meditation improve attention or other cognitive functions? How do you implant a false memory or what prevents false memories? Does providing extrinsic rewards undermine intrinsic motivation or creativity? Are people good at multitasking (depends on task & individual differences)? Are there gender differences in cognitive abilities?

Stereotype threat	Prospective memory	Testing & Spacing Effects
Selective Attention	Facial recognition (emotions)	Availability heuristic
Propaganda effect	Hindsight bias	Bilingualism
Memory for schema consistent vs.	Source monitoring	Cognitive Map distortions
inconsistent information	Flashbulb memories	Mnemonic devices

Participation (30 points): Attendance and assignments (in-class and sometimes outside of class) will count toward a general class participation grade. In general, late assignments will not be accepted.

Grades: Final grades will be out of 250 points.

232-250 = A	207-216 = B	182-191 = C	157-166 = D
225-231 = A-	200-206 = B-;	175-181 = C-	149-156 = D-
217-224 = B+	192-199 = C+	167-174 = D+	≤148 = F

University Policies:

Office of Accessibility: Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Accommodations for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact me after class or during office hours so that appropriate arrangements may be made. You must make arrangements **at least a week prior to an exam**. The contact information for the Office of Accessibility is as follows:

    Campus Address: Rocket Hall 1820, Mail Stop #342
    Phone Number: (419) 530-4981
    Web: http://www.utoledo.edu/utlc/accessibility/

Academic Integrity: Academic dishonesty will not be tolerated. If you have questions about what constitutes academic dishonesty, please consult the academic policies section of the University Catalog. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas, or information of another person as one's own and not offering proper documentation;
- Giving or receiving any unauthorized information concerning the content of an examination prior to or after the exam;
- Giving or receiving substantive aid during the course of an exam.

Tentative Schedule

Date	Topic	Chapter	Assignment Due Dates
August 21	Introduction		
August 23	A Brief History of Cognitive Psychology	1	
August 28	Neural Bases of Cognition	1	
August 30	Pattern Recognition I	2	Literature Scavenger Hunt
September 4	Pattern Recognition II	2	
September 6	Attention I	3	
September 11	Attention II	3	Group topics due
September 13	Working Memory I	4	
September 18	Working Memory II	4	
September 20	**EXAM I** (ch. 1-4)		
September 25	Long-term Memory I	5	Reference section due
September 27	Long-term Memory II	5	
October 2	NO CLASS—Fall Break		
October 4	Memory Strategies & Metacognition	6	Detailed outline of Wiki page & section assignments due
October 9	Memory Strategies & Metacognition	6	
October 11	Mental Imagery I	7	
October 16	Mental Imagery II	7	
October 18	General Knowledge I	8	
October 23	General Knowledge II	8	
October 25	Review		
October 30	**EXAM II** (ch. 5-8)		
November 1	Language I: Comprehension	9	
November 6	Language I: Comprehension	9	
November 8	Language II: Production	10 (p. 323-334 & p. 340-351)	
November 13	Language Acquisition	13 (p. 467-478)	
November 15	Problem Solving	11	
November 20	Creativity	11	
November 22	NO CLASS (Thanksgiving Break)		
November 27	Group work & lab exercise		
November 29	Decision Making I	12	Group Wiki due
December 4	Decision Making II	12	
December 6	Review		Peer evaluation of Wikis due

    Exam III (ch. 9-13)   12:30-2:30, Friday December 14
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*The policies and schedule outlined for this course are subject to change at the discretion of the instructor.