



November 19	Creativity	11
November 21	Decision Making I	12
November 26	Decision Making II	12
November 28	NO CLASS (Thanksgiving Break)	
December 3	Brain & Hand, Left & Right	
December 5	Summary & Review	

---

### Exam III (chs. 9-13) 10:15-12:15, Thursday December 12

---

**Course Description:** The purpose of this course is to provide an overview of the field of cognitive psychology, summarizing experimental research on topics such as attention, memory, language, and reasoning, and relating that research to everyday life (e.g., divided attention, memory-improvement techniques, creativity, bilingualism, and decision making).

**Objectives:** As the course instructors, we 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. We also expect you to treat your fellow students and us 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.

#### Grading:

**Exams** are graded on the basis of a modified curve that will be explained in lecture. Each exam will be worth 30% of the final grade. Exams will consist mostly of multiple-choice questions, along with one or two short answer questions. The final exam will *not* be cumulative, and will feature an extra-credit essay question.

In addition, students will be required to turn in a total of **two short papers** (2-3 pages each); each short paper will be worth 5% of the final grade. Each paper will consist of a brief review of a research articles cited in the textbook. The paper should contain descriptions of (i) what the specific topic of interest was, (ii) what methods were used, (iii) what the basic results were, and (iv) a brief summary of the authors' discussion of those results. These papers will be graded primarily on the basis of effort, not accuracy, since many of the students in this course have not yet taken statistics and/or research methods. In other words, don't worry if you find the methods and results sections a bit confusing: you will not be penalized if you simply state that you had trouble following parts of the paper you are reviewing. The primary purpose of the papers is to start getting students familiar with the primary research literature (i.e., research articles in journals; textbooks are considered a form of secondary research literature). A brief guide to using PsycInfo (an on-line data base) can be found below.

#### 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.

#### Policy Statement on Academic Dishonesty:

Academic dishonesty by students enrolled in this course and others offered by the Department of Psychology will not be tolerated.

Academic dishonesty includes, but is not limited to:

- obtaining or attempting to obtain a copy of an examination prior to its administration
- the unauthorized use of study material or textbooks during an examination
- obtaining unauthorized assistance from and/or giving unauthorized assistance to another individual during an examination or completion of an assignment
- plagiarism in written assignments, which includes (i) using, copying, or paraphrasing another author's materials without appropriate acknowledgement through quotation and citation, (ii) unauthorized collaboration in the preparation of reports, term papers, or theses.

In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect to receive a grade of F on specific assignments, as well as in the course where the assignment is made.

#### Using PsycInfo:

Here is what you need to do to track down research articles for your short papers:

1. Select an article cited in our textbook (however, if you find an interesting paper on a topic that is not in our book, for example, because it is less than five years old, feel free to use it).
2. Go to the OhioLINK webpage at <http://www.ohiolink.edu/resources.cgi?by=subject>
3. Select “Psychology”
4. Scroll down and select “PsycINFO 1967-”
5. Enter the relevant terms into the “Search For” field (be sure to select from the “All Fields” box the type of term you are searching on, such as Author, Title, Journal name, etc.).
6. To narrow down your search if it returns too many items (e.g., if you are searching for an article by “Smith” and you get a list of 24,567 articles), do the following:
  - a. perform a second search in which you enter a phrase from the article’s title and select the “Book/Article Title” field and the hit “submit search”
  - b. After results are returned, click on “Search History” near the top of the page
  - c. Click on the two boxes in the “Combine” column corresponding to your first two searches and then click on “Combine Sets”. This should yield a much more manageable number of returned results.
7. Once you track down the abstract for the article, click on the “Find It” button on the upper left part of the page to either (i) access an electronic version of the full article or (ii) find out if Carlson Library has that journal.