

COGNITION (PSY 435/535) Fall 2011
SYLLABUS
University of Oregon

Instructor: *Dr. Jagdeep Kaur-Bala*
213A(*door 217!*) Heustis Hall
346-4903
jagdeep@uoregon.edu

Classroom: *110 Willamette Hall*
Time: *12:00pm–1:20pm TR*

Office Hours: *1:30pm - 3:00pm Tuesday/Thursday (& by appointment)*

Course website: <http://blackboard.uoregon.edu> This site will provide supplemental information for the course (course outline, grades, copies of class notes, assignments, etc.). It is in your best interest to check for updates frequently and stay connected.

General Course Description: Our brain holds a lifetime of learning, memories, emotions, thoughts and desires. In this course, we will discuss issues in cognitive psychology and cognitive neuroscience, interdisciplinary fields of study attempting to answer complex questions about the functions of our minds (and brains) - perception, attention, memory, knowledge, reasoning, decision making and problem solving.

Recommended Text: *Cognition: Exploring the Science of the Mind* by Daniel Reisberg. 4th edition; Norton Publishing Company. This is a comprehensive text for the course and can be purchased new or used (older editions also okay) through the bookstore. Two copies of the text are also available on reserve at the Knight Library.

Course Format: The material in this course will be presented through a combination of assigned readings, class lectures, in-class discussion, and demonstrations. Lecture material and readings will have overlap, but will not be replications of each other; some lecture material will not be covered in the readings and vice versa. You are expected to do the assigned reading **before** the class period in which it is due. Reading the material before the corresponding lectures will help your performance in two ways. First, discussions of the material during lecture will be more fruitful if you have at least a general understanding of the material beforehand, helping you to ultimately comprehend and retain the material. Second, questions drawn from the assigned readings will be included on the regularly scheduled quizzes, *even if they have not yet been discussed in lecture (see below)*. This is a fast paced class and you should plan on scheduling regular intervals of time for studying outside of class.

GRADING POLICY

Final grades are based on consistent performance through the term. As such, the final grade will include the weighted scores for the quizzes, the term papers, study group discussion responses and the exams. In addition, some opportunities for extra-credit will also be available to all. **Letter grades will be determined as follows: A (90-103% of total possible points), B (80-89%), C (70-79%), D (60-69%), F (0-60%).** Scores in the upper and lower third of each grade range will be awarded a 'plus' or a 'minus' respectively. Typically, grades are not curved, However, the instructor reserves the right to relax (but not stiffen) this criterion for final grade assignments, depending on the actual distribution of scores.

- **Quizzes** – Of the 6 quizzes (5 MCQs each), scores from the your highest- scoring 4 quizzes form 20% of final grade (15% for graduate students)
- **Midterm Exam** – 30% of final grade
- **Final Exam** – 30% of final grade
- **Term Paper** – 15% of final grade
- **Class presentation** (graduate students only) – 10% of final grade
- **Study group discussion responses** - 5% of final grade (0% for graduate students)
- **Extra-credit** - up to 3 points added to final grade

TESTS

Quizzes: (20% - 15% for PSY535)

Short quizzes will be given in the **first 15 minutes** of previously scheduled classes (see the course schedule). The quizzes are designed to serve as quick reviews of recently covered materials as well as to help you keep up with the reading assignments. Quizzes will contain 5 multiple choice questions that pertain to the most recently presented lecture material. Of the 6 quizzes, the 1 with the lowest score will be dropped, with the total score of the remaining four yielding 20% of the final grade. No make-up quizzes will be offered; if you miss a quiz, that grade will be one that will be dropped.

Exams: (Midterm - 30%; Final 30%)

The exams will be part multiple choice, part fill-in-the-blank, matching and part short answer/short essay. The final exam will contain questions drawn from the entire course, but with a greater focus on material covered since the Midterm. Please bring a number two pencil with you on exam days. **No make-up exams will be given without evidence of a valid excuse, and the final cannot be taken earlier or later than the time listed in the University final exam schedule – if you know in advance that you cannot take all exams on the appointed dates (see the course schedule below), do not take this course!** If unforeseen circumstances during the term prevent you from taking an exam, notify the instructor immediately. Allowable excused absences are executive orders/ court orders, medical emergencies and athletic events such as away games for student athletes. All such occasions must be accompanied by official documentation. . Make-up exams may be different in format in both type and number of questions.

Term Paper(15%): Students will be required to write a 7 – 9 page (double-spaced, 1 inch margins, 10-12 point font) term paper that describes compares and contrasts two journal articles that address a topic in Cognition that most interests them. I suggest that you use the textbook as a source for selecting a general topic, followed by library, PsychINFO, PubMed and Medline searches for the selection of the two articles (for online assistance in your search, see <http://libweb.uoregon.edu/guides/psychology/>). The referenced articles must be empirical in nature, with data collected to investigate a specific question related to the topic of interest (*i.e., no review or summary articles*). The due dates for this assignment have been designed to help you get an early start on your assignment and enable you to distribute the work on the paper throughout the term. You will turn in four different items pertaining to the paper:

- 1) A topic name, citations of the 2 related articles chosen and a brief description of the topic (one paragraph describing why the topic is appropriate and interesting, and how the 2 research articles that you have chosen will help you investigate the topic should be submitted to the "Term Paper" section of Blackboard. This will account for **10% of the term paper grade**). This is due by **Thursday, Oct. 13th**.
- 2) The term paper topic and articles chosen should be finalized after feedback from the instructor/TA. Electronic versions of the complete articles should be submitted on Blackboard by **Tuesday, Oct. 25th**. *After this date, you may not change your chosen topic and articles without my consent.*
- 3) **Peer review (optional)** A draft of the paper will be given to other students in the class to review. If you chose to do the peer review, you must bring a hardcopy draft of your paper to class on **Tuesday, Nov. 15th**. If you choose to do this, it will account for **20% of the term paper grade (10 for your editing ability of your peer's paper and 10 for the draft)**. *If you choose NOT to go through this process your final paper will be graded with this 20% included in the assessment.* Edited drafts are due back in class on **Thursday, Nov. 17th**.
- 4) The final version of the paper is due on **Tuesday, Nov. 29th**. The paper should be submitted in hardcopy for grading

In writing your paper you should include:

- 1) An introduction to the general topic.
- 2) A summary of the articles in your own words, including the question under investigation, the hypothesis being tested, the methods used, the findings, and the conclusions drawn by the authors.
- 3) A comparison of the two articles, describing how the findings of one either support, conflict, or extend the findings of the other.
- 4) A discussion of the merits and deficits of the articles, including suggested ways that the deficits could have been avoided. For example, questions such as these should be addressed: Is the question an interesting one, and is it framed properly? Is the hypothesis valid and defensible? Are the methods

appropriate to address the question? Are the findings clear and interpreted appropriately? Are the authors' conclusions warranted, given the findings?

- 5) An overall assessment of the significance and quality of the contribution of the articles to the field of cognition and the specific topic addressed. Future directions for the research should be discussed.

The paper should be written in APA style ([reference copies of the APA Publication Manual](#) are available in many of the University Libraries).

In order to improve the quality of papers, and to provide you with experience editing, papers will be peer edited (optional). On the day that the paper is "due for edit", you will turn your paper in at the beginning of class. At the end of class, you will be given someone else's paper to edit. You will have 2 days to edit the other student's paper, and then you will bring the paper to the class and return it to the student. Your paper, meanwhile, will have been edited by someone else. You will then have a few more days to consider the corrections, incorporate those you think are good, revise the paper, and then turn in your "final version" of the paper AND the corrected original. Your grade on the paper will be based mainly on the final version, but your original will be considered too (10% points), in order to prevent sloppy first drafts. Your editing will also be evaluated (10% points). Guidelines for editing will be available on Blackboard. Only students participating in the peer editing option for their paper will get to edit papers.

Important note: ALWAYS keep a copy of your paper and reference articles either on disk, or a hard copy! Your peer editors are no more reliable than you, perhaps less so, and they may misplace or forget your paper. If your peer editor does not return your edited paper to you, you will not be penalized (except that your paper will not have the benefit of having been edited – you may wish to ask a friend in the class to edit your paper for you), but you will still be responsible for turning in an original and final version of the paper when it is due. Also, please keep in mind that just as the quality of students in this course varies so does the quality of editing. Taking bad advice from a peer editor is no excuse for errors in a paper. Papers (drafts) are due at the beginning of class on the day they are due. If you don't turn your paper in before the start of class, it will not be eligible for peer editing, and you will not be given a paper to edit (so you will lose your peer editing points). If you cannot be in class the day a paper is due for peer editing, you may turn in the paper early so that you will be eligible for the peer editing system, but it is your responsibility to arrange to pick up the paper you are to edit from me. If you cannot be in class the day peer edited papers are to be returned to their authors, you can also return the edited paper early.

Peer-edited draft (if option taken) should be attached to your final paper; both submitted in hardcopy before class on the due date. The term paper grade will be determined by the quality of 1) the timely submission of your topic and citation and the paragraph describing the **term paper topic (10%)**, 2) the final **paper (90%)** [**or paper(70%)** and **draft(10%)** with the peer edit that you provide another student (10%)]; in total, the paper grade is worth 10% of the final grade in the course. Please note: At no point will email submissions be accepted for this assignment. Please be sure to submit the topic, citations, and articles on Blackboard and the draft and final paper for grading as hardcopies! Finally, plagiarism will not be tolerated, and will be dealt with according to official University policy (see section on Academic Honesty below).

Class Presentations: (10% - graduate students only) Psy535 students will be required to create a 15 min presentation related to the course materials on a topic of their choosing. Presentations should be designed to share in depth study on an area related to Cognition that is not directly covered in the lectures. Topics for presentations are due **beginning of the first class of week 3**. Students are expected to set up an appointment for a one-on-one meeting with the instructor at least once before this date and once before the date of their presentation. This ensures that the effort you put into this assignment is focused and fruitful!

If two or more students have the same idea for a presentation, the one that informs me first (by email) will have exclusive rights to the idea. You are encouraged to confer with me about the choice of topics, the research involved and the preparation of the presentation. Accompanying write-up and copies of slides, overheads, etc. are **due on the day of your presentation**. *The instructor reserves the right to keep copies of the presentations for use in future courses.* Of necessity, the class presentations will be spread out through the latter part of the term; some presentations will have to take place earlier in the term than others. Dates of individual presentations will be decided by the instructor. As such, while assessing/grading the presentations, I will be sure to keep in mind the amount of time (into the term) each student got for preparation of this assignment.

Study group Reading responses and discussion assignments: (10%) We will form 5-6 member study groups in order to have some contact time outside the class in which course work maybe discussed and small assignments completed as a group. The study groups will be expected to meet once a week and 5 discussion reports will be due during the term (see outline for due dates). For each report, I will give you assignments and will be looking for timely responses (via Blackboard). Only one response is required from each group for each of the assignments. All members of the group will receive the same grade for the assignment.

Note: Sometimes, group members feel that not everyone in the group is working to their best and so it is not fair for everyone in the group to receive the same grade for an assignment. If such is the case for your group, you can choose (as a group) to award individual grades for the report. *If the group decides that it is not fair that every person receives the same grade for a particular report, I will let the group decide on grades for each member. For example, if the group grade on a particular assignment is 85 and there are 5 members in the group, the group will have a total of 425 points (85 times 5) to spread among its members. The group can then negotiate with all members and spread out the total points to all members in any way the group sees fits, as long as all members agree to the point spread. The only requirement is that the group negotiates who gets what grade and that all members of the group give me a written agreement to the point spread. It will be the responsibility of the group to notify me of the point spread if they wish to use this alternative*

What about extra credit? *Extra-credit is awarded for consistent application and performance as recorded through your class participation and occasional in-class assignments/group work/discussions. **Class Participation** is based on attendance AND discussion. You can earn up to 3 points in extra credit for **Class Participation**. These points will be added to your final grade at the end of the class. So, if you get an 80% with all of your tests and assignments, and you earn 3 points of extra credit, your final score will be 83%.*

Due Dates: dates for the term paper are contained in the course outline. **Assignments are due by the start of lecture on the appropriate date.** *As per guidelines for each assignment, you may need to submit responses on Blackboard, turn them in to me during class or during office hours the day before it is due. An assignment turned in after its deadline will be marked down 10% for each day late.*

Students with Disabilities: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor as soon as possible. Also, please request that the Counselor for Students with Disabilities (Keith Miller -kmiller@uoregon.edu or Molly Sirois- sirois@uoregon.edu, tel. 346-1155, TTY 346-1083) send a letter verifying your disability. For a list of resources provided by the Office of Disability Services, please see http://ds.uoregon.edu/DS_Pages/DS_AccessServ.html

Students for whom English is a Second Language: If you are a non-native English speaker and think you may have trouble in this course due of language difficulties, please see the instructor as soon as possible to make special arrangements. Please note that you may NOT use dictionaries/translators during tests without discussing arrangements with the instructor at the beginning of the term.

Academic Learning Services: If you have difficulty with the course materials at any time, you are encouraged to contact the instructor or TA so that we can provide timely assistance. In addition, the resources of the Academic Learning Services (<http://als.uoregon.edu/services/services.html>) can be invaluable to students that require assistance in, for example, perfecting good study habits or honing their writing skills.

Academic Honesty: **Cheating will NOT be tolerated in any form in this class.** All work submitted in this course must be your own. You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. For more information on SafeAssign refer to guidelines on Blackboard. By enrolling in this course you grant the instructor permission to submit your work to SafeAssign or some other plagiarism program analysis and detection program. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. If your responses on assignments are suspected of plagiarism or if a proctor has any reason to be uncomfortable about your conduct during a test, they may ask you to move seats, confiscate your test and/or mark an "F" for that test/assignment. All violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructors before you complete any relevant requirements of the course. (For more information, see the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

Course Outline: This is only a working draft of the course outline; it will be revised as the term progresses. **Dates on which particular topics are to be presented in lecture are subject to change, as are reading assignment due dates; however, I will not change the dates of quizzes and exams unless absolutely necessary.** The official updated version of the outline will reside on the Blackboard web site. Updated print versions can also be obtained from me during normal office hours.

Version Updated: 9/23/2011 11:19AM

Date	Topic	Recommended readings	Assignments/ Due dates/ Quizzes
27-Sep	Overview of Cognitive Psychology	Ch. 1	
29-Sep	Neural Basis of Cognition I	Ch. 2	
4-Oct	Neural Basis of Cognition II	Ch. 2	
6-Oct	Object Perception	Ch. 3	Quiz 1
11-Oct	Interacting with the world around us	Ch. 3	SGR 1 due
13-Oct	Selective & Divided Attention	Ch. 4	Quiz 2 Term paper topics due
18- Oct	Memory acquisition- Working memory	Ch. 5	
20- Oct	Long term memory	Ch. 6	
25- Oct	Memory retrieval	Class notes* *(Ch.7 & 8 for ref.)	Quiz 3 Research articles for term paper due
27- Oct	Associative theories of LTM	Class notes* *(Ch.7 & 8 for ref.)	SGR 2 due
1- Nov	Midterm (Chapters 2,3,4,5,6,7/8*)		
3- Nov	Knowledge – Concepts and Categories PSY535 Class presentation	Ch. 9	
8- Nov	Visual Knowledge PSY535 Class presentation	Ch. 11	
10- Nov	Thinking – <i>making judgments</i> PSY535 Class presentation	Ch. 12	Quiz 4 SGR 3 due
15- Nov	Reasoning – <i>logic</i> PSY535 Class presentation	Ch. 13	Term paper drafts due for peer-editing
17- Nov	Decision Making PSY535 Class presentation	Ch. 13	Peer-edited drafts due (back to authors)
22- Nov	Problem Solving – <i>applying knowledge</i> PSY535 Class presentation	Ch. 14	Quiz 5
24- Nov	No class – Thanksgiving Day		SGR 4 due
29- Nov	Problem Solving – <i>expertise & creativity</i> PSY535 Class presentation	Ch. 14	Term Papers due
1- Dec	Conscious and Unconscious Cognition	Class notes* *(Ch.15 for ref.)	Quiz 6
9-Dec 8:00am!	FINAL EXAM (Chapters 9,11,12,13,14,15* but also somewhat comprehensive)		SGR 5 due