

Instructor: Alex Bies **E-mail:** bies@uoregon.edu **Office:** Straub 433
Office hours: Tuesday 12-1pm, Thursday, 10-11am, also by appointment

Text: D. Reisberg's **Cognition: Exploring the Science of the Mind**, 4E¹

The text is listed as optional, but you should find a textbook. There are some other excellent texts you could choose, including S. Reed's **Cognition: Theories and Applications**². There are usually both text and e-versions available, to own or rent, current or previous edition, and I feel the choice should be yours. I'll teach what I think is most important, interesting, or complicated during our limited classroom time, so a text is a logical complement for background and further reading.

Course Description for Cognition: Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 303; WR 121 and 122 or 123.

As we venture through topics related to "the mind," there will be reference to and discussion of current and past research, with an emphasis on the experiments that inform our present understanding of cognition.

Grade Distribution

A = 100 – 90 B = 90 – 80 C = 80 – 70 D = 70 – 60 F = 60 – 0
Individuals will receive + and – grades w/in ~2% of the border (e.g. 88-90 is a B+).

Course Grade Calculation:

Participation 5%	Quizzes 20% (8 @ 2.5% each)
Article reviews 15% (3 @ 5% each)	Exams 30% (3 @ 10% each)
Paper/Project 15%	Final 15%

Participation is encouraged; the participation component of your grade will be influenced by your contributions to discussions. You should complete the background readings before class so you can contribute and ask informed questions. Attendance is advised, but not required.

Article reviews should be essays of 1.5pg or less. I will assign 4 articles (1 per week, see Calendar), and post them on blackboard. You may choose any 3 to review. These will be due on or before the day on which they are discussed in class. You should include a discussion of the research question, methods, and results, and how these relate to our present understanding of related cognitive processes. If you are unfamiliar with writing such short essays, perhaps you could use a five-paragraph essay format³.

The **Paper/Project** should be an opportunity for you to explore a topic of cognition about which you are interested. If you choose to write a paper, it should compare and contrast at least two primary research articles from a peer-reviewed journal addressing a specific question in Cognition. PsycINFO, PsycARTICLES⁴ and PubMed⁵ are excellent resources for finding such articles. Papers should be 4pgs or less, with an emphasis on concise, quality writing (for assistance, you might look to the Purdue OWL⁶).

¹ Reisberg's Cognition: <http://www.amazon.com/Cognition-Exploring-Science-Fourth-Edition/dp/0393198510>

² Reed's Cognition: <http://www.amazon.com/Cognition-Theories-Applications-Cognitive-Psychology/dp/0495602302>

³ Five-paragraph essay: <http://www.studygs.net/fiveparag.htm>

⁴ PsycINFO/ARTICLES: <http://psycnet.apa.org/index.cfm?fa=search.defaultSearchForm>

⁵ PubMed: <http://www.ncbi.nlm.nih.gov/pubmed>

⁶ Purdue OWL, academic writing: <http://owl.english.purdue.edu/owl/section/1/2/>

If you would like to do a project, please see me after class or send me an email. I am open to ideas such as a short, in-class presentation on a research topic.

Quizzes will be administered at the end of lecture on Tuesdays and Thursdays to review recent material. Quizzes will consist of several multiple-choice and/or short answer questions.

Exams will be administered on Monday classes @ 9a. Each exam will cover the previous week's material. These will each be worth 10% of your grade, and consist of *multiple choice* and *short answer* questions. They will cover materials from the text, lecture period, and other assigned materials (supplementary readings or other media). Makeup exams will be granted during office hours on an individual basis as necessary – permission for a makeup exam is required BEFORE the scheduled exam. Failure to schedule a makeup beforehand and missing an exam will result in a 0 being entered as your grade.

The **Final exam** will be administered on Thursday, July 19. Though it will be cumulative, there will be an emphasis on topics covered in the fourth week. The final will only include multiple-choice questions.

Academic honesty is paramount and **cheating** is unacceptable. Failure to do your own work will cause you to fail the course. To avoid this, simply do your own work and reference any sources you use w/ APA or another discipline's method of citation.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students/

Students with Disabilities

http://ds.uoregon.edu/DS_Pages/DS_SupportServices.html

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me *on the first day of class*. If you have a non-documented disability, contact Molly Sirois as soon as possible. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Molly Sirois, 346-1155, TTY 346-1083, disabsrv@uoregon.edu] Remember that problems can arise when issues are not discussed at the outset with instructors; it is better to make arrangements early than to deal with potential problems later.

Students who want to utilize any of the support and services offered by Disability Services should follow the steps outlined below:

1. Contact DS to schedule an appointment with an adviser.
2. Bring in any paperwork or documentation of disability that addresses the difficulties that might arise in the educational setting. [If no paperwork or documentation exists, meet with an adviser to discuss what options there are for assessing potential academic difficulties.]
3. Discuss the kind of support needed with the adviser in the initial appointment.
4. Fill out the respective forms and follow procedures for the services requested.

Follow up with DS if there are any questions or concerns about the services.

COURSE CALENDAR

Class will meet from 8:00 – 9:50 each M, Tu, W, and Th that UO is in session for the next four weeks. This calendar may change, of which you will be notified in class and via BB announcement. You can assume a rate of approximately 1 course topic per lecture day, and you should preview the chapter of your textbook that most closely corresponds to the upcoming topic in advance, so that you have an idea of what to expect, and a sense of what will be hard for you to understand.

Date	Things that will happen during Class	Things that are Due
Week 1		
6/25	Lecture, Quiz 1	
6/26	L, Q2	
6/27	L, Article 1 Discussion	Article 1 Review due by 8am on BB using SafeAssign
6/28	L, Q3	
Week 2		
7/2	L, Exam 1	
7/3	L, Q4	
7/4		
7/5	L, A2, Q5	Article 2 Review “
Week 3		
7/9	L, E2	
7/10	L, Q6	
7/11	L, A3	Article 3 Review “
7/12	L, Q7	Paper due by 5pm on 7/12, submitted on BB SafeAssign
Week 4		
7/16	L, E3	
7/17	L, Q8	
7/18	L, A4	Article 4 Review due by 8am on BB using SafeAssign
7/19	Final	

Course Topics

I will cover the topics in sequential order, 10-14 have been reordered per your preferences.

1. Syllabus and an Introduction to Cognitive Psychology from a Historical Perspective
2. The Neural Basis of Sensory Processes and Cognition
3. Object and Pattern Recognition
4. Attentional Processes
5. Acquisition of Memories and Working Memory
6. Long Term Memory
7. Acquisition—Retrieval: Remembering, Forgetting, and Memory Errors
8. Mental Imagery
9. Concepts, Categories and Knowledge
10. Expertise, Creativity and Problem Solving
11. Judgment, Reasoning, “Logic” and Decision Making
12. Consciousnesses and Animal Cognition
13. Language
14. Spatial and Navigational Abilities