

**Cognition Psy 435/535
Winter 2013**

Tuesday/Thursday 2:00-3:20 PM
208 Deady Hall

Instructor: Dr. Laura Batterink
LISB 215
lbatteri@uoregon.edu
Office Hours: TR 3:30-4:30

Teaching Assistant: Irida Mance
LISB 340
iridam@uoregon.edu
Office Hours: MW 10-11

Course website: There will be a blackboard website developed for this class, which can be found at <http://blackboard.uoregon.edu>. This site will provide supplemental information for the course (copies of lecture slides, assignments, etc.). If you are having any difficulties using this site, there are personnel who can help you in the Knight Library ITC (Information Technology Center) as well as the Science Library.

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 through the bookstore. Older editions (also OK) can be purchased online, probably for cheaper. Another option is to buy the ebook, which is half the cost of the new text (<http://wwnorton.com/college/psych/cognition5/ebook.aspx>). Two copies of the text are also available on reserve at the Knight Library. You will need some version of this text for the course.

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 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, presentation 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 may be included on the mini problem sets and mini 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.

Mini Problem Sets: There will be daily mini problem sets (e.g., 2-3 multiple choice questions) administered on Blackboard following each day's lecture. You can find these problem sets under the Assignments tab. These problem sets are designed to serve as quick reviews of recently covered material as well as to help you keep up with reading assignments. Problem sets may either contain material from the most recent lecture or from the assigned reading that has not yet been discussed in class. You must complete each of these quiz questions **prior** to the following class lecture, at which point that question will be no longer available. There will be no exceptions.

Mini Quizzes: A total of five **unscheduled** mini-quizzes (e.g., 2-3 multiple choice questions) will be given at the beginning of class. The purpose of these quizzes is to encourage you to come to lecture regularly and to keep up with reading assignments, and to serve as quick reviews of recently covered material. Quizzes may either contain material from the most recent lecture or from the assigned reading that has not yet been discussed in class. If a mini-quiz is given during class, no problem set will be assigned for that day's lecture. If you miss a day of class, you will **not** be given the opportunity to make up that day's quiz (**no exceptions**). Your lowest quiz grade will be dropped from your overall grade.

Participation: Regular attendance and in-class participation are encouraged. You may be able to improve your grade a little bit by participating in class.

Grading:

Exams, quizzes, and term paper will be weighted as follows for the final course grade:

midterm 1: 21%

midterm 2: 21%

midterm 3: 23%

mini problem sets: 5%

mini quizzes: 5%

term paper: 25% (see attached sheet for details on the term paper assignment)

Course Evaluation: Exams will cover material in the text and in lecture. While there will be substantial overlap between lecture and text materials, we will cover additional material during lectures. So you will need to attend lectures in order to do well in the course.

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 contact the Accessible Education Center at the U of O to request a letter verifying your disability. For more information about the resources provided by the Accessible Education Center, please go their website <http://aec.uoregon.edu/>.

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 Teaching and Learning Center (<http://tlc.uoregon.edu/>) can be invaluable to students that require assistance in, for example, perfecting good study habits or honing their writing skills.

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly.

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 instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct>).

Course Schedule

This is only a working draft of the course outline; it may 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 exams unless absolutely necessary.*** The official updated version of the outline will reside on the Blackboard web site.

Date	Topic	Assigned Readings (Read Before Lecture)
Jan 8	Introduction to Course, History of Cognitive Psychology	Chapter 1
Jan 10	History of Cognitive Psychology	Chapter 1
Jan 15	Cognitive Neuroscience and the Neural Basis of Cognition	Chapter 2
Jan 17	Object Perception	Chapter 3
Jan 22	Object Perception	
Jan 24	Selective Attention	Chapter 4
Jan 24	TERM PAPER TOPIC AND ARTICLE INFO DUE BY 5 PM	
Jan 29	MIDTERM EXAM #1	
Jan 31	Divided Attention	Chapter 4
Feb 5	Working Memory: The Capacity and Structure of the Brain's Online Workspace	Chapter 5
Feb 7	Long-term Memory – Distinguishing Multiple Memory Systems: Amnesia, Implicit and Explicit Memory	Chapter 6
Feb 12	Memory Tricks and Memory Errors: What helps long-term retention? When and how does memory fail? People with extraordinary memory	Chapter 7
Feb 14	Sleep & Memory Consolidation	To be announced
Feb 19	Concepts and Categories: How is our knowledge of the world organized in the mind?	Chapter 9
Feb 21	MIDTERM EXAM #2	
Feb 26	Language: language acquisition, bilingualism, effect of language deprivation	Chapter 10
Feb 28	Aphasia, language disorders, brain basis of language (Guest lecture: Mandy Hampton Wray)	Chapter 10
Mar 5	Visual Imagery & Synesthesia	Chapter 11
Mar 7	Judgment and Decision Making	Chapter 12
Mar 7	TERM PAPER DUE BY 5 PM	
Mar 12	Problem Solving and Intelligence	Chapter 14
Mar 14	Consciousness: Split Brains and what it means to be you	Chapter 15
Mar 18	FINAL EXAM (1:00 PM)	

