

**PSY435 Cognition (PSY435) Summer 2015**  
**Syllabus**  
University of Oregon

**Instructors:** Arthur Juliani [ajuliani@uoregon.edu](mailto:ajuliani@uoregon.edu) ; Jason Hubbard [hubbard3@uoregon.edu](mailto:hubbard3@uoregon.edu)

**Classroom:** Straub 253

**Time:** 12:00-1:50pm MTWR

**Course website:** <https://canvas.uoregon.edu/courses/9055> 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.

**Optional Text:** Cognition: Exploring the Science of Mind, Daniel Reisberg, 4<sup>th</sup> or 5<sup>th</sup> edition. Three copies available to borrow from instructors, 2 copies available at the library. Inexpensive used copies available at Amazon, etc. This will not be a requirement for the class, only a means to supplement the course lectures.

**Course Readings:** Several readings will be made available as PDFs on canvas. They are listed on the course outline, and should be completed prior to the day in which they're listed.

**Course Format:** This course is co-taught by Arthur Juliani and Jason Hubbard. Each instructor will teach two lectures each week, and questions regarding the topics covered in each lecture should be addressed to the instructor for that lecture. The class format will consist of these lectures, of which attendance is highly encouraged. There will be a midterm and final exam to be taken in class. Additionally, there will be two out of class quizzes to be completed online, and a term paper with an accompanying poster presentation.

**Grading:** The grading distribution will be as follows:

Final 30%	A: 90-100%
Midterm 20%	B: 80-89%
Quiz I 10%	C: 70-79%
Quiz II 10%	D: 60-69%
Paper Rough Draft 10%	F: 0-59%
Poster 10%	
Paper Final Draft 10%	

***Midterm & Final:*** These will be paper exams given in class on the designated days. They will consist of multiple choice questions as well as short-answers. They will draw primarily on the material provided in lectures.

Quizzes: These will be online exams administered via Canvas. They will be open for 24 hours after class on Thursday, and are expected to be completed individually by students outside of class.

Term Paper and Poster Assignments: Over the course of the term, you will complete a single APA-style review paper of approximately 5-6 pages in length. You will choose among several topics relevant to Cognitive Psychology and summarize the findings from multiple research articles. The assignment will be broken into 3 separate parts. First, a *complete* initial draft of your paper will be due at the beginning of week 3 (**Monday, 8/3 by 8:00pm**). This will be graded with extensive feedback on how to make your paper better. You will incorporate this feedback in order to make a much improved final draft. The final draft will be due the same day as the final, **Wednesday, 8/12 by 8:00pm**. Additionally, you will summarize the content of your paper into a conference-style poster, and present it to the class (for a maximum of 5 minutes). This poster presentation will take place on the last day of lecture, **Tuesday, 3/11 during class**. Each of the 3 components are worth 10% of your grade. In order to receive full credit on your final draft, you will have to demonstrate *improvement* in your paper and incorporate the feedback that you were given for your first draft. Your poster assignment will be evaluated on the clarity and style of your poster, and your ability to succinctly summarize your research topic.

**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](http://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/](http://www.libweb.uoregon.edu/guides/plagiarism/students/)

### **Students with Disabilities**

[http://ds.uoregon.edu/DS\\_Pages/DS\\_SupportServices.html](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](mailto: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 Outline:

Day	Topic	Instructor	Readings	Work Due
7/20	History	Jason		
7/21	Attention	Jason	Posner & Peterson, 1990	
7/22	Perception	Arthur	Recanzone & Sutter, 2008	
7/23	Object Recognition	Arthur	Koutrzi & Connor, 2011	Quiz I by Friday @ 5pm
7/27	Working Memory	Jason	Jonides et al., 2008	
7/28	Working Memory II	Jason		
7/29	Long Term Memory	Arthur	Wang & Morris, 2010	
7/30	Memory Errors	Arthur	Loftus, 1975	
8/3	<i>MIDTERM</i>			Draft of paper
8/4	Knowledge	Jason		
8/5	Mental Imagery	Arthur	Farah, 1989	
8/6	Machine Cognition	Arthur		Quiz II by Friday @ 5pm
8/10	Judgment / Decision Making	Jason		
8/11	Problem Solving/ Consciousness	Jason		Poster presentation
8/12	<i>FINAL</i>			Final draft of paper