

## PSY-305- Cognitive Psychology

**Winter 2017**

**Time:** TR 2:00-3:20

**Location:** 145 Straub

**Instructor:** Nash Unsworth

**Office:** RM 327 LISB

**Office Hours:** 11:00-12:00 Friday

**Contact:** nashu@uoregon.edu

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**OPTIONAL TEXT:** *Cognition*. 6<sup>th</sup> Edition by G.A. Radvansky & M.H. Ashcraft, Pearson.

### **COURSE DESCRIPTION**

Advanced survey of theory and data in cognitive psychology. Major topics are perception, pattern recognition, attention, memory, language, reasoning, and decision making. Focus is on theory and data in mainstream cognitive psychology while also making contact with research in other areas. Central themes are the nature of mental representations, the role of context, and the role of expectancies in perception, attention, and memory.

The student who successfully navigates this course should have gained knowledge about the major findings and principles of the field, an ability to use the vocabulary, as well as an understanding of the various areas of human cognition.

### **HOW TO USE THIS SYLLABUS**

This syllabus contains most of the information that you need for understanding how the course is organized. I will not take up your time by going over all of the material in the syllabus in class. You should read the syllabus and make sure that you understand it. If you have a question, first check the material in the syllabus and if you still need information, by all means ask.

### **COMPONENTS OF THE COURSE GRADE**

**Exams:** Students will be graded on three exams. Each of the exams will consist of 40 multiple choice questions, and 2 graphing questions. The exam questions will come from both text and course lectures (and possibly videos). Two of these exams will occur during the semester while the third exam will be given during the final exam time slot. None of the exams is cumulative. Please be aware that **absolutely no makeup exams will be given without prior arrangements!** Excuses will not be considered, only the timeliness of the request. Requests for a make-up exam made **prior** to the exam period will be granted whenever possible. The make-up exam will need to be taken prior to the next class period at the discretion of the instructor.

**Article Summaries:** Everything discussed in this class is based on research findings of scientists in some area of cognitive psychology. While research in psychology is similar to research in many other disciplines, the nature of the topic also poses special challenges to carrying out rigorous scientific study. I think it is extremely important that students in this course get some exposure to how research is conducted. This research exposure will be obtained by writing two summaries of articles you have read. The two article summaries will each count 10% toward your final grade; so together, the summaries will account for 20% of your grade. Your summary should be about 4 pages, (1 inch margins, doubled spaced, 11-12 pt font) with 1 page each dedicated to summarizing the Introduction, Methods, Results, and Discussion sections of the article. The articles may be on any topic of cognitive psychology.

If you have never written a research summary of this type, I also strongly recommend speaking with me soon.

### **GRADING BREAKDOWN:**

- 75% of the final grade will be composed of three exam grades, each worth 25%
- 20% will be based on the article summaries
- 5% will be based on class participation

**Total = 100%**

A straight grading scale is the default (e.g., 90-100=A, 80-89=B, 70-79=C, 60-69=D, 59 or lower=F). However, I reserve the right to adjust the grades up depending on the distribution of scores (i.e., curve). Grades will never be adjusted downward. Those taking the class Pass/Fail must obtain a "C" to pass.

**Criteria used in making grading decisions:**

- I will usually round up, for example from 79.5% to 80%, but do not count on it (sometimes the tests may have been extra easy, for example—then the cutoffs will be firm).
- **As a general principle, I will never work harder for your grade than you do.** Students who have poor attendance should not expect me to “make up” points for them. Students who have done all that is in their power to do their best can be assured that will be carefully considered in making any borderline decision. I try to apply consistent standards and treat students fairly, as well as fulfill my responsibilities to U of O in making difficult decisions about grades.

**Grading problems:** If you feel there has been an error in working out your grade please let me know as soon as possible. Work out your grade as described above and specify the reason for your concern when contacting me. I want you to get every point you have earned. If you are unhappy with your final grade but agree that it has been worked out correctly as described above, please don't ask for a better grade, or extra opportunities to make a better grade, as a "favor" at the end of the semester. The answer to such unfair requests must always be "no".

**ATTENDANCE**

I recommend attending class as there will often be material presented in class that is not presented equivalently in the book. That said, the decision to attend class or not is entirely up to you.

**OFFICE HOURS/CONTACTING THE INSTRUCTOR**

I strongly encourage students that have questions or concerns to talk to me either before/after class or during office hours. If you are unable to meet with me during my office hours, please let me know and we will find a mutually convenient time to meet. Other than office hours, the best way to reach me is via email rather than by phone.

**ACADEMIC INTEGRITY**

All students are assumed to have read the Honor Code and consented to be bound by it. Violations of the Honor Code are taken extremely seriously and will result in a failing grade for the course and referral to the Dean of Students for further action. Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during exams
- Plagiarism- this includes both the use of the words and ideas without attribution.

All exams administered in this course are to be taken without the use of notes, books, ancillary materials and without the assistance of any other person or group, in the class or outside of the class. Use of electronic devices such as PDAs, cell phones, or audio devices during the exams is prohibited. Use of these devices during exams is viewed as a violation. All students should also plan on removing or turning their hats around during exams. If you have any questions please ask. I will assume that all students enrolled in the course know and understand what constitutes academic misconduct and agree to be bound by these rules.

**COURTESY**

Included here are some general rules that seem obvious but I will emphasize them anyway. Your cell phone should NEVER ring audibly during class. Do not chat with others during class. Please be on time-- I start class at the listed time, please be here at that time. If you absolutely are unavoidably late or absolutely must leave early, please sit at the very back of the class near the door.

**IMPORTANT DATES**

Exams

Exam 1 January 31  
Exam 2 February 23  
Exam 3 (Final) March 22

Article Summaries

Due March 16

**Schedule of Topics \*\***

<b><u>Tentative Date</u></b>	<b><u>Topic</u></b>
Week 1	
1/10	Introduction to Class
1/12	History of Cognitive Psych
Week 2	
1/17	Perception
1/19	Attention I
Week 3	
1/24	Attention II
1/26	Sensory Memory/Mental Imagery
Week 4	
1/31	<b>Exam 1</b>
2/2	Modal Model I
Week 5	
2/7	Modal Model II
2/9	Working Memory
Week 6	
2/14	Encoding Retrieval Interactions
2/16	Multiple Memory and Memory Distortions
Week 7	
2/21	Forgetting
2/23	<b>Exam 2</b>
Week 8	
2/28	Knowledge
3/2	Problem Solving and Reasoning
Week 9	
3/7	Judgment/Decision Making
3/9	No Class
Week 10	
3/14	Language
3/16	Intelligence
Week 11	
3/22	<b>Exam III- Final Exam</b>
	<b>Same Location, Tentative Time 12:30 pm</b>

**\*\*All readings, assignments, and exam dates are tentative and subject to change. Any revisions to this syllabus will be announced during class time. It is your responsibility to make a note of any changes in this syllabus.**