



Syllabus: Memory & Cognition (PSY324)

Spring 2011, In 27183

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Office Hours: Tuesdays & Wednesdays from 1:00-3:00pm (or by appointment)

Classroom: PSA 109; Tuesdays and Thursdays, 9:00am – 10:15am

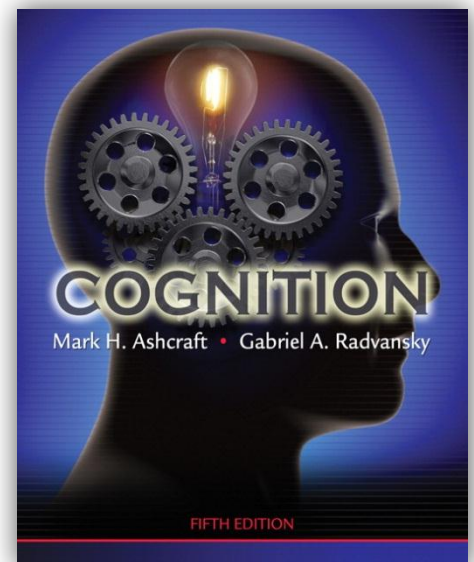
Please review this syllabus and Blackboard before you send an email. Most of your questions can be answered using this document.

COURSE MATERIALS:

1) TEXTBOOK: *Cognition, 5th Edition* by Mark H. Ashcraft & Gabriel A. Radvansky (not required, but potentially helpful!)

2) BLACKBOARD: Everything you want to know about this course can be found on Blackboard at <http://myasucourses.asu.edu> under Course Documents; including this syllabus, grades, readings, and all other course materials. I will also post announcements occasionally. Content on the Blackboard site will be constantly updated as we progress through the course. It is your responsibility to check Blackboard on a regular basis!

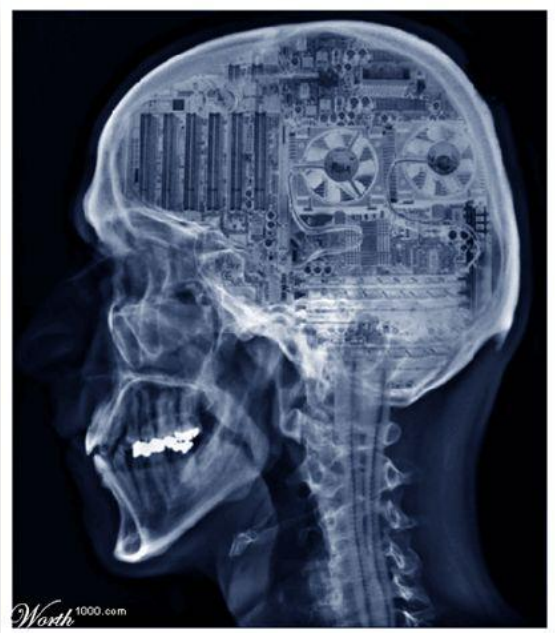
3) STUDY RESOURCES: The publisher provides a variety of resources that may be helpful in studying for exams. These resources are available to those who have purchased the textbook and can be found at: <http://pearsonhighered.com>. I also very strongly encourage you to make friends in this course. Other students can often be helpful study partners, and can provide you with notes in case you need to miss class.



COURSE DESCRIPTION:

This course is intended to provide you with an introduction to cognitive psychology, a branch of psychology that is primarily concerned with human information processing. Over the course of the semester, I hope to provide you with an appreciation for the complex mental feats which you accomplish every day, and which you likely take entirely for granted. Together, we will examine the theory (and data!) behind a variety of cognitive phenomena, including (but not limited to) attention, memory, perception, categorization, language, and thought. For some topics, we will delve deeper than others. We will examine both classic and more recent experiments; however, very little time will be spent reviewing research methods (PSY 290 is a pre-requisite for this course, so I assume you possess a basic level of knowledge about experimental methodology).

My overall goal in this course is to spark your interest in the complexities of the human mind, and to provide you with the tools and training necessary to delve into cognitive psychology for yourself. Of course, this class will involve several exams. But I also plan to challenge you by requiring students to write a small-scale research proposal, based on the topics we discuss in class. By the end of this course, I hope to provide you with a deeper understanding of cognitive psychology than you would gain from textbooks or lectures alone. Maybe I'll even make a cognitive psychologist out of one or two of you! I'm very excited to teach this course, and I hope you're excited to take it.



A NOTE ON BLACKBOARD:

All of you should be enrolled in the Blackboard site for this course. If you are not, please let me know as soon as possible, and I will sort it out. Throughout the semester, I will use this site to provide you with in-class material and several items will be made available only on Blackboard. Of course, your grades will be available there as well. Finally, fun stuff and informative things (e.g., helpful links, information on graduate school) will also be posted there.

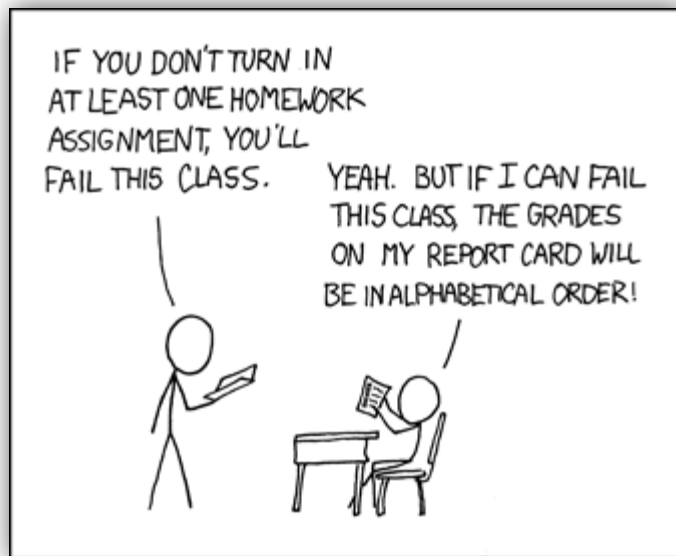
SOME NOTES ON THE LECTURES, THE TEXTBOOK, & READINGS:

I will NOT post my lecture slides online. I will make “shells” available online 24 hours before each lecture. These shells are intended to allow students to organize notes for each class. Please note that these shells do not contain all the information that you will be responsible for. Key information will often be missing from the shells to encourage you to actively participate in class, and to take accurate notes for yourself (and to discourage people from missing class). If you miss a class, you must get the notes from another student; I will not repeat lectures individually.

The textbook is NOT required for this course, but it is potentially helpful (especially if you are not a Psychology major, or if you have not yet taken PSY 290). Throughout the semester, I will list the chapters of the book that are relevant to what we are discussing. You will not be required to read the chapters, but again, it might prove helpful in increasing your understanding of the topics. No material from the book will be covered on the exams unless it was also discussed in lecture. Occasionally, there will be required readings, usually in the form of published journal articles. These will be made available to you through Blackboard.

GRADING POLICIES:

Exams: Your grade in this course will be based on four exams, each worth 20% of your grade. You will be responsible for all material covered in lecture, and all assigned material, including readings not discussed in class (with the exception of the textbook, of course). Exams will be a combination of multiple choice and short answer questions. Short answer questions should require only a few sentences to answer. Exams will not be cumulative, with the exception of the optional final (more on this below).



If for any reason you cannot attend class the day of an exam, you must contact me at least 24 hours before class to schedule a make-up exam. I will not require any form of documentation, but please note that the make-up may be significantly more difficult than the standard exam and must be taken within 1 week of the original exam date. Failure to

inform me 24 hours in advance or failure to take the exam within 1 week of the scheduled date will result in a grade of zero.

If the situation arises wherein you receive a zero on an exam, you are not entirely out of luck. There will not be an official final in this course, but I will allow students to take an optional cumulative final exam (similar to the other exams, but longer) during the official scheduled time (see calendar, below). If you decide to take this exam, you do so at your own personal risk or reward. This exam may be used to replace a zero, or to replace your lowest exam score (reward!). However, if you score lower on the final than your lowest exam score, the grade you receive on the final will replace it (risk!). This may be harsh, but it is designed to encourage you to make it to every exam, and to do well on the first four (and save yourself the hassle of a cumulative final!).

Research proposals: The last 20% of your grade will come from a miniature research proposal and two peer reviews. The first portion of this assignment will be to create a draft of a research proposal (worth 5% of your overall grade). After all the drafts are received, each student will anonymously peer review two other students' papers (worth another 5% of your grade). By the end of the semester, you will turn in a final, well-polished proposal (worth 10% of your grade). The draft proposal and peer reviews will be due mid-semester, and the final draft will be turned in at the end of the semester (see the schedule for specific dates). I will provide a thorough description of this requirement in a subsequent handout. In general, these proposals are designed to get you thinking critically about theory and experimentation in cognitive psychology, and to encourage you to design research protocols or experiments of your own. Although this may seem like a difficult requirement, keep in mind that your reading load for this course will be considerably lighter than most other classes. Finally, all research proposals will be submitted electronically to Safe Assignment, via Blackboard... so don't bother plagiarizing!

The grading breakdown is thus as follows:

- 80% Exams**
- 5% Proposal draft**
- 5% Peer reviews**
- 10% Final proposal**
- ?% Extra credit (see below)**

Plus/Minus grading: The University lets each instructor decide whether or not they will use plus/minus grading. As such, I will

<u>Plus/Minus Scale</u>	<u>Standard Scale</u>
< 59.5 = E	< 59.5 = E
59.5-69.5 = D	59.5-69.5 = D
69.6-77.5 = C	69.6-79.5 = C
77.6-79.5 = C+	79.6-89.5 = B
79.6-82.5 = B-	89.6-100 = A
82.6-87.5 = B	
87.6-89.5 = B+	
89.6-92.5 = A-	
92.6-97.5 = A	
97.6-100 = A+	

refrain from making my decision until all final grades have been calculated. Once final percentages have been calculated, I will determine if using plus/minus helps more people than it hurts. If so, I will adopt the plus/minus scale. However, I will not apply different grading scales to different students, so don't bother asking.

Attendance, participation, & extra credit:

You're all adults, so you can choose whether or not you want to come to class. It makes no difference to me. However, please be aware that 1) exams are based largely on material covered in lecture, 2) lecture "shells" do not provide all the information that was covered in class, and 3) I will not repeat lectures for individual students. It is thus in your best interest to attend class regularly, to pay attention, and to make friends that will provide notes in the event you have to miss class.



Muddy and Genny... you'll get to know them well!

Because this is a relatively small class, I'd like it to be highly interactive. You will be strongly encouraged to participate in discussions, and may occasionally be called upon to answer questions.

There will be some opportunities for extra credit which are not-so-subtly designed to encourage class attendance and participation. However, they will come in one form, and one form only. On randomly distributed days throughout the semester, I will administer pop-quizzes or small-scale exercises. On pop-quiz days, you'll receive a single question to which you will write a short answer. Correct answers will earn you 2 points on the forthcoming exam; incorrect answers will still earn you 1 point (so long as you at least attempt to answer the question). You will not have an opportunity to earn these points if you don't attend class! On exercise days, you'll receive 2 points just for indulging me (usually in the form of some informal experiment). Please note, that this is the only opportunity you have for extra credit. Do not ask for additional opportunities, and do not try and bargain with me for a "re-do".

LATE PENALTIES, INCOMPLETES, & ACADEMIC DISHONESTY

The only assignments in this course are the research proposals, which are due (electronically) by 5:00pm on the dates listed below. You will need to submit all documents through Blackboard, which can be done from any computer with internet access,

at any point prior to the due date. Late assignments will be subject to a 10% deduction for every day they are late. So, for instance, if you turn in a document 2 days late, the maximum score you can achieve is an 80%.

Incompletes will only be granted in the event of a medical condition, and must be accompanied by formal medical documentation.

ASU defines plagiarism as “...using another’s words, ideas, materials or work without properly acknowledging and documenting the source.” It is incredibly hard to plagiarize or commit other forms of academic dishonesty in this course. The only opportunity for plagiarism is the miniature research proposal. To be clear, I am well-versed in cognitive psychology, so please do not try to pass off someone else’s



idea as your own, or steal someone else’s work. As mentioned above, all documents will be submitted to Blackboard’s Safe Assignment, which checks every paper against thousands of sources (including unpublished work from other students). If your paper is “flagged” by the system, I will evaluate whether or not the plagiarized text was accidental (it happens!) or intentional (it shouldn’t ever happen!). Acts of intentional plagiarism will be addressed formally and will be sent to the University; students caught cheating on their proposals (or their exams), or who commit any form of academic dishonesty will receive a grade of XE. For a more complete version of ASU’s cheating policy, please see the end of this document.

DISABILITY RESOURCE CENTER:

The Disability Resource Center (DRC) provides academic testing accommodations for qualified students who have provided the DRC with appropriate documentation. In addition, note-taking services are available to ensure equal access to in-class information for qualified students with disabilities. If you have special needs, please let me know and then visit the disability resource center website for more information:

<http://www.asu.edu/studentaffairs/ed/drc/>

Tentative Schedule

<u>Date</u>	<u>Day</u>	<u>Topic</u>	<u>Relevant Chapters</u>
January 18th	Tuesday	Course overview, & some history of Cognitive Psych	Chapter 1
January 20th	Thursday	Information processing & attention	Chapter 2
January 25th	Tuesday	Attention, sensation & perception	Chapter 4
January 27th	Thursday	More sensation & perception	Chapter 3
February 1st	Tuesday	Memory systems overview & short-term memory	Chapter 5
February 3rd	Thursday	More short-term memory	
February 8th	Tuesday	Exam 1 - Covers Section 1 & readings	
February 10th	Thursday	Experimental design & research methods	
February 15th	Tuesday	Long-term memory	Chapter 6
February 17th	Thursday	More long-term memory	Chapter 7
February 22nd	Tuesday	I hope you're not sick of long-term memory	Chapter 8
February 24th	Thursday	I don't really care if you're sick of long-term memory	
March 1st	Tuesday	Ok, now I'm sick of long-term memory	
March 3rd	Thursday	Exam 2 - Covers Section 2 & readings	
March 8th	Tuesday	Mental imagery --- <i>Must have proposal approval by this date!!!</i> ---	
March 10th	Thursday	More mental imagery	
March 15th	Tuesday	--- <i>No class! Spring break</i> ---	
March 17th	Thursday	--- <i>No class! Spring break</i> ---	
March 22nd	Tuesday	Categories & concepts	
March 24th	Thursday	More categories & concepts --- <i>Draft of research proposal due!!!</i> ---	
March 29th	Tuesday	Problem solving	Chapter 12
March 31st	Thursday	More problem solving	
April 5th	Tuesday	Exam 3 - Covers Section 3 & readings	
April 7th	Thursday	Language	Chapter 9
April 12th	Tuesday	More language --- <i>Peer reviews due!!!</i> ---	Chapter 10
April 14th	Thursday	Language is interesting	
April 19th	Tuesday	--- <i>No class! Polish your research proposals!!!</i> ---	
April 21st	Thursday	We've talked about language long enough, ironically	
April 26th	Tuesday	Judgments & decision making --- <i>Final research proposal due!!!</i> ---	Chapter 11
April 28th	Thursday	More judgments & decision making	
May 3rd	Tuesday	Exam 4 - Covers Section 4 & readings	
May 5th	Thursday	Optional Cumulative Final - Covers sections 1-4 & readings! <i>Note: The University has our final scheduled from 7:30-9:20am.</i>	

CHEATING POLICY:

You must be familiar with and abide by ASU's policy for academic integrity. It can be found in its entirety at <http://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf>.

From the Student Academic Integrity Policy:

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

- A.** Engages in any form of academic deceit;
- B.** Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
- C.** Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D.** Acts as a substitute for another person in any Academic Evaluation or assignment;
- E.** Uses a substitute in any Academic Evaluation or assignment;
- F.** Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
- G.** Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
- H.** Engages in Plagiarism;
- I.** Uses materials from the Internet or any other source without full and appropriate attribution;
- J.** Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K.** Claims credit for or submits work done by another;
- L.** Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;

- M.** Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N.** Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.