



Syllabus: Memory & Cognition (PSY324) Spring 2013, In 27183

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Office hours: Wednesdays from 1:00-3:00pm (or by appointment)

Classroom: PEBW; Tuesdays and Thursdays, 1:30 – 2:45pm

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: None! Keep your money. I will periodically assign research articles as readings, but these can be freely accessed through the ASU Library system (and they will usually be posted directly on Blackboard).

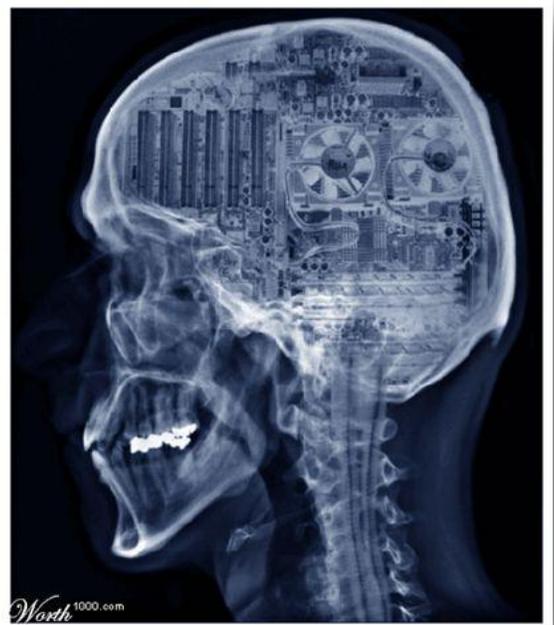
2) BLACKBOARD: Everything you want to know about this course can be found on Blackboard at <http://myasucourses.asu.edu>, including this syllabus, grades, readings, and all other course materials. I will also post announcements occasionally. Content on the Blackboard site will be constantly updated as we progress through the course. It is your responsibility to check Blackboard on a regular basis! That means once per day (preferably in the morning, especially on days when you have class).

3) STUDY RESOURCES: I 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. I will NOT repeat lectures for you if you are absent, so you must acquire notes from another student if you are to miss class. If you encounter any difficulties keeping up with the course content, come to meet with me sooner (rather than later). I'm happy to help out, but be prepared to meet with me, and leave adequate time before the next exam, end of semester, etc.

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 at the outset that you possess a basic level of knowledge about experimental methodology and statistics.

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. By the end of this course, I hope (through in-class demonstrations, supplemental readings, etc.) to provide you with a deeper understanding of cognitive science than you would ordinarily gain from textbooks or lectures alone. Maybe I'll even make a cognitive psychologist out of one or two of you! I'm 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 from time to time.

SOME NOTES ON THE LECTURES & READINGS:

I will NOT post my lecture slides online prior to class. I will, however, post the slides after each lecture. This is done for two reasons. First, this will be a very active course. I will often ask you to make predictions about the outcome of an experiment, or present something funny or unexpected in my slides. If you have a copy of them beforehand, you will be tempted to skip ahead and spoil all of my fun. Second, I want you to pay attention. Having the slides in front of you may detract from actually taking in the material. As such, the best strategy is to simply relax and absorb the material as we discuss it. Take some notes here and there, but don't worry about copying down each bullet point verbatim or drawing figures of the data. I'll give them to you after each class. Simply take down notes anywhere you think that the slides themselves would be inadequate to refresh your memory.

Importantly, as already stated above, if you miss a class, you must get the notes from another student; I will not repeat lectures individually! Never. Not for any reason. Don't even ask. I won't give study guides either. Never. Not for any reason. Don't even ask. You will have all my slides, so a study guide would be superfluous.

A textbook is NOT required for this course, but for those of you who are interested in cognitive psychology, or wish to have a supplemental guide to cognitive science, I can recommend some good Cognitive Psychology textbooks, and more general sciency-fun type books too.

Occasionally, there will be required readings, usually in the form of published journal articles (somewhere between 2 and 4 per section of the course). I may or may not discuss these articles in class, so you must read them. There will be exam questions on each reading, I assure you. These readings will always be freely available to you.

GRADING POLICIES:

Everyone should get an A or B (or at least a C) in this course. I'd be happy if everyone got an A. Truly. That'd be super cool. If you come to class regularly, participate, pay attention, and study a little, there is no reason you should not get a decent grade. I have no interest in failing students, or intentionally making this class difficult. I'd rather it be fun, and that you... you know, learn something.

Exams: Your grade in this course will be based on four exams, each worth 25% of your grade. You will be responsible for all material covered in lecture, and all assigned material, including readings not discussed in class. 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. This is non-negotiable.

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!).

<u>Exam Schedule</u>		
<u>Date</u>	<u>Day</u>	<u>Exam</u>
February 5th	Tuesday	Exam 1 - Covers Section 1 & readings
March 5th	Tuesday	Exam 2 - Covers Section 2 & readings
April 2nd	Tuesday	Exam 3 - Covers Section 3 & readings
April 30th	Tuesday	Exam 4 - Covers Section 4 & readings
May 2nd	Thursday	Optional Cumulative Final - Covers sections 1-4 & readings!

Note: The University has our final scheduled from 12:10 - 2:00pm.

Curves: For each exam, I will curve each student's score in the following way. I will take the mean (average) of the top 5% (treating that value as the perfect-score mark), and adjust all other scores accordingly. For instance, if there were 100 students, I would calculate the average for the 5 students who scored the best. Say that average came out to be 95%. I would then bump every student's score up by 5% ($95\% + 5\% = 100\%$). That way, if an exam is particularly difficult for the entire class, grades will be adjusted accordingly. It also means that the top 2.5% may receive a score over 100% on any particular exam. This is a

generous policy, but in practice, it often does little to change people's scores. The reason for this is that there are often several students who score 100% on my exams. The closer that top 5% gets to a perfect score, the smaller the curve. So don't rely on the curve to bump up your grade!

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

<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+	

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 slides do not provide 100% of 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.

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. Especially if you sit in the back of the room and try to hide from me. I'll find you. And I'll call on you when you're busy texting your BFF. And then you'll feel silly.

On that note, turn your phones off, or on silent. Do not check your phone during class. You're in class. You're an adult. You pay for this course. So behave accordingly.

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 also receive 1 point if you can make me laugh. For real. 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". If you ask once about more extra credit (even once!), I will remove every extra credit point you have earned for the entire semester.

A comment on scholarships, graduation and the like: Very often, students come to me and tell me that if they do not receive a certain grade in my course, they are going to lose their scholarship, or they won't graduate, or they will become ineligible for something or other. Let me be clear: I can relate. I understand how hard it is to succeed in education, to pay for school, etc. I in no way wish for anything bad to happen to anyone as a result of failing my course. But it is your responsibility to get a good grade in my course; it is not my responsibility to give you a good grade. You must earn it. Do NOT ever tell me about these types of concerns. Please. It puts an unfair pressure on me as an instructor, whether it is done intentionally or not. I will never assign a student a grade that s/he did not earn, so please do not come to me saying "I need a grade bump or I will lose my scholarship". It would be completely unfair to the rest of the class to grant anyone a grade they did not earn. Besides, many of your fellow classmates also have scholarships, graduation concerns, etc. Please keep that in mind.

You may see this policy as cold. I see it as being fair to everyone in the course. If you are worried about something like this and need to drop the course, come to see me early, and we can discuss options for withdrawal, figure out if it is possible for you to pass the course (given your current scores), etc. In this regard, my door is always open. Just do not pressure me to give you a better grade.

INCOMPLETES, & ACADEMIC DISHONESTY

It would be really stupid to cheat in this course. I hate cheating, and there is really no need for it. Keep your eyes on your own exam, and do not give me a reason to suspect you of cheating. Don't look at your phone. Don't scribble notes on your hand. Don't do anything silly like that. If you do cheat, you will receive a zero on the exam (and that exam will be ineligible for replacement by the cumulative final). Moreover, I will report you to the Dean's office, and will happily follow through to ensure you are adequately punished. Be cool. Don't cheat. And then I'll be cool. And then we'll be cool together. 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 as soon as possible, and then visit the disability resource center website for more information: <http://www.asu.edu/studentaffairs/ed/drc/>

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.