



# Cognitive Psychology

## PSY 340, Spring 2016, CRN#22499

**INSTRUCTOR: Dr. Michael C. Hout**

Email address: [mhout@nmsu.edu](mailto:mhout@nmsu.edu)

Office: Science Hall, 343

Phone: 575.646.1730

Website: [www.michaelhout.com](http://www.michaelhout.com)

Office hours: Mondays and Tuesdays, 10-11:00 am (or by appointment)

Classroom: Gerald Thomas Hall, room 190; MWF, 11:30 – 12:20 pm

**TEACHING ASSISTANT: Jessica Madrid**

Email address: [cyrene@nmsu.edu](mailto:cyrene@nmsu.edu)

Office: Science Hall, 314

Office hours: 12:30 – 1:30pm Wednesdays and Fridays

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

### COURSE MATERIALS:

**1) Textbook:** None! Save your money. I will periodically assign research articles or other readings, which will all be posted on Canvas (freely). I will also assign podcasts to listen to, but these will also be freely available through the internet or on Canvas.

**2) Canvas:** Everything you need to know about this course can be found on Canvas at <https://learn.nmsu.edu>. This includes the syllabus, grades, readings, and all other course material. I will also post announcements occasionally. Content on the Canvas site will be updated constantly as we progress through the course. It is your responsibility to check Canvas 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.

**4) Pre-requisites:** For this course, you need to have taken PSY 201G; one of STAT 251G, STAT 271G, or AST 311; and PSY 310. If you have not taken these courses (and passed them successfully) then you will be at a disadvantage in my class.

### **COURSE GOALS/OBJECTIVES:**

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 310 (Experimental Methods) 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, writing assignments, 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 always genuinely excited to teach this course, and I hope you're excited to take it.

### **COURSE FORMAT:**

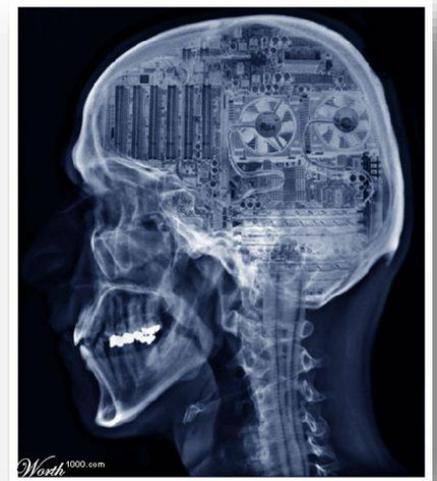
This course will largely be composed of traditional lectures, but I will also include many hands-on demonstrations, some writing assignments, and a final project (done in groups). I want you to get an idea of what it is like to participate in the various experiments I will be discussing. So that means you will often participate in mock experiments during class, for demonstrative purposes. Please make sure to participate! As will become extremely clear, our intuitions about cognitive life are almost invariably wrong, so participating in the demonstrations will allow you to be immersed in the research experience, and see for yourself that the mind often performs its tasks in unexpected and interesting ways!

That being said, a lot of what I discuss in lecture will be experimental research. Theories are important, but they are meaningless without supporting evidence. We will discuss data nearly every day in class. So get used to hearing me talk about how an experiment was conducted, and start trying to predict the results for yourself. This can be a lot of fun, even when you're wrong about how you think an experiment will turn out.

A quick note about dates and people... throughout this course, as we discuss the various topics, I will tend to do so in chronological fashion. That is, we'll start with early ideas about (for example) attention or memory. And we'll move through how the ideas changed throughout the years, as new experiments/data were conducted/collected. As such, you will learn a lot of new names, and see a lot of dates. These things are really just references for you, and are my way of giving credit to the researchers and theoreticians that developed these ideas. I will NOT be testing you on the names or dates of experiments. On the exams, you will often see names and dates, to jog your memory for the experiment to which I may be referring, but I will NEVER ask you to recall someone's name or the date of an experiment for credit. That's silly. I want you to learn about cognitive psychology. I couldn't care less if you are able to regurgitate names/dates. I want you to be able to recognize the ideas, predict and understand the findings, and comprehend the implications for what they mean about how our minds work.

### **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.



This means that coming to class is critically important. It is NOT sufficient to simply look over my slides after the fact. You need to be around to hear me discuss the topics. I cannot stress this enough.



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. The exams will be entirely based on what I cover in lecture (plus the readings!).

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 (posted on Canvas).

You can, if you choose, use a tablet or laptop computer to take notes. This will save trees (and who doesn't love trees, amIright?), but don't abuse this privilege. It's obvious when people are screwing around on their computers. I can hear you typing more furiously than you would to take notes, I can see Facebook reflected on your glasses, and it's entirely evident when someone is paying more attention to their screen than they are to me. Don't do that. I will call you out on it, I assure you. If you can't pull yourself away from social media for an hour, I encourage you to stay home and do it in bed, in your PJs. That'd be way more fun for both of us.

**One final note: reproducing my slides on any note-hosting website constitutes (a) copyright infringement and (b) a violation of the student code of conduct. If I find out my slides are reproduced, shared, or copied, I will take full legal action on the student in question. Please don't make me do this!**

### **GRADING (AND RELATED) POLICIES:**

Everyone should get an A or B (or at least a C) in this course, hopefully. I'd be happy if everyone got an A. Truly. That'd be super cool. If you come to class regularly, participate, pay attention, work hard on your writing/projects, 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 largely on four exams, each worth 19% 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 (they aren't essays, per se!). 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. I don't negotiate with terrorists. Or students. Or my toddler (though sometimes, admittedly, I bribe him).

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!).

**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! The main purpose of this curve is to ensure that if I mistakenly make an exam too difficult, the students are not punished for it.

**Writing assignments:** In total, you will write 4 short reflections (independently!) throughout the course, each worth 3% of your overall grade. They are sprinkled

throughout the semester (one per section), roughly one to two weeks before each exam. Each reflection will begin with the class listening to a psychology/science related podcast in class, as a group. These will not necessarily be related to the material in the current section, but will certainly be related to psychology and cognition more specifically. These will not be available to you prior to class, so you must come to class that day to get a jumpstart. After class, I will post the podcast to Canvas, so you can listen to it again.

Each podcast will be roughly 15-20 minutes in length. We will listen to it as a group, and then I will open up the rest of the class for discussion. You do NOT have to attend class that day, but if you miss, you will be missing out on a lot of conversation and ideas that could be incorporated into your writing assignment. We will discuss the podcast as a group, and then that evening (and the next day), you will write a reflection on it. After we listen, I will post several reflection questions that will be designed to stimulate your writing (and which we will discuss as a group). They will not all have to be answered in your writing, they are merely designed to stimulate and guide you.

Each reflection will be due (via Canvas) a few days following its assignment (see course schedule below). Please turn them in in Word (or PDF) format, and name them with the following convention: “*Your last name – Writing assignment #X*”. These writing assignments are designed to be concise, to the point, and carefully written. I do not want you to write me a novel; I want short, targeted writing in the range of 500-1000 words. And these better not be sloppy (e.g., riddled with typos), because I will pull off credit for sloppy work.

*How should these be written?...* NOT like a grade-school book review, or something you’d find in textbook somewhere. I care less about your ability to summarize the material than I do about your ability to think critically about it. Think about the reflection questions I have posed to you, but do not bother summarizing the podcast! Write this as if you were writing to a lay audience; people who are interested in science and psychology, but are not necessarily trained in it. Don’t be uptight and boring like you’re writing a journal article. Instead, model your writing after articles one might read in *Scientific American* (or *Scientific American MIND*) magazine, or on a science blog. Be more exciting and don’t be afraid to be flowery. Feel free to raise additional questions you might want a reader to ponder, and to make judgments (e.g., ethical, moral, etc) about the material or the issue in question.

*How will these be graded?...* very simply! I will use the simple rubric below to grade all writing assignments. The rubric focuses on three core areas (content, organization, and style), and you will receive a score out of three on each (so each assignment will be graded out of nine points).

	<b>Unsatisfactory (Does not meet Expectations) 1 pt</b>	<b>Satisfactory (Meets Basic Expectations) 2 pts</b>	<b>Exemplary (Exceeds Expectations) 3 pts</b>
<b>CONTENT &amp; READER INTEREST</b>	<ul style="list-style-type: none"> <li>▪ Many instances where information presented is inaccurate.</li> <li>▪ Information is presented flatly and in a boring manner, leaving the reader disinterested with the topic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information mostly accurate, with some inaccuracies.</li> <li>▪ Information is presented in a mildly interesting fashion, but does not encourage the reader to seek out more information on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information is all or almost all accurate.</li> <li>▪ Information presented in a way that grabs the attention of the reader, and encourages them to think about the material in more depth.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>▪ Paper lacks clear progression.</li> <li>▪ Information presented is not organized in a coherent fashion so that the reader could readily make sense of it.</li> <li>▪ Length is much too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Basic progression is clear but in places information is out of place.</li> <li>▪ Reader can follow the development of the information most of the time.</li> <li>▪ Length is somewhat too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear progression in information presented.</li> <li>▪ Reader can readily follow the presentation of the whole paper.</li> <li>▪ Length is within appropriate bounds.</li> </ul>
<b>STYLE</b>	<ul style="list-style-type: none"> <li>▪ Voice, word choice, and sentence and paragraph construction are poor; difficult to understand.</li> <li>▪ Grammar, mechanics, and usage are frequently a problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Voice, word choice, and sentence and paragraph construction are rudimentary, but understandable.</li> <li>▪ Some grammatical and mechanical mistakes.</li> <li>▪ Writing does not always match the conventions of the genre.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Voice, word choice, and sentence and paragraph construction are suitable for the readers' expectations and conventions of the genre.</li> <li>▪ Grammar, mechanics, and usage match the conventions of the genre.</li> </ul>

**Final project / listening parties.** The final project in this class is designed to simultaneously challenge you and entertain the class. I want each team (made up of 5 people or so; I will assign groups), at the end of the semester, to present a 5-6 minute audiovisual podcast. The basic format of the final presentation should be in the style of a history or science podcast (e.g., “Hidden Brain,” “Stuff You Should Know”). I will make examples of these podcasts available on Canvas, but you can also download many of them for free, simply by Googling (or asking me for examples). The basic gist is that you are to pick a broad topic in Cognitive Psychology (e.g., visual attention, long-term memory) and present

a conversational argument on that topic that answers at least two of the following four questions.

- 1) Why do you think this facet of cognition is important and/or interesting?
- 2) Why should everyday people (i.e., non-psychologists) care about this topic?
- 3) Why should we (i.e., experimental psychologists) study this topic?
- 4) Why is this topic more complicated than it seems?

The particular topic is up to you, but you have to have the topic approved by me ahead of time (see course schedule for proposal deadlines). I don't need a formal proposal, you simply need to chat with me (in class, or over email) about the topic on which your group is going to present. Note that material presented in class will in no way be sufficient for you to base your project on. You're going to have to do research outside of class, by reading journal articles, listening to science podcasts, hunting down information on the internet, reading popular science books, etc. Use whatever resources you have at your disposal to bring together a fun and interesting project!

I will set aside several class periods for your group to work on this, but you will likely have to do considerable group work outside of class. I will announce these days ahead of time, on Canvas. I have not planned the particular days out in advance yet, so that I can see how the class progresses with the material. But I will give at least 48 hours notice prior to a free day.

Typically, podcasts are simply auditory in nature, but I'd like this to be a visual presentation as well. Use visuals to convey your information. You can show plots of data from papers you're discussing, videotape your group discussing the material, present visuals of experimental setups and/or materials that are used to study the topic, etc. These do NOT have to be high budget presentations. For instance, dubbing your voice over a Powerpoint presentation is more than sufficient (and easy and free!). The goal is to present material in a really fun and engaging way, and to do so in a medium that you are not universally comfortable with. At the end of the semester, we'll all listen/watch these and will vote on the best ones. The top three best presentations will receive extra credit points.

The final presentation will be graded as a group; every member receives the same score. I will use the rubric below to evaluate activity presentations. The final project is worth 12% of your overall lecture grade, so please take it seriously!

**In-class “work days.”** As noted above, there will be days each section that allow you to work in class on your final projects. I will provide at least one per section of the course (and at least two in the first section, to get you started). Take advantage of these times set aside! I (and/or Jessica) will always be in class on these days to help you.

**PRESENTATION RUBRIC**

	<b>Excellent – 4</b>	<b>Good – 3</b>	<b>Fair – 2</b>	<b>Unsatisfactory - 1</b>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content / Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by presenting with helpful explanations</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with material, but without good explanation</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm / Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>

**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, please.

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. So please don't do that. Just come to class regularly and get free points.

**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've been there too. 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. I don't cave in to such pressure, it just puts me in a bad mood.

**Grade calculation:** Each exam is worth 19% of your grade. Any extra credit points you earned during a given section will be added to that exam score, and that one alone. If you take the optional cumulative final, it will replace the lowest of your other 4 exam scores. Each of the writing assignments is worth 3% of your grade. The final project is worth 12% of your grade.

Final letter grades are assigned as follows:

Percentage	Letter Grade
> 97.6%	A+
92.6 – 97.5%	A
89.6 – 92.5%	A-
87.6 – 89.5%	B+
82.6 – 87.5%	B
79.6 – 82.5%	B-
77.6 – 79.5%	C+
69.6 – 77.5%	C
59.5 – 69.5%	D
< 59.5%	F

Incompletes (I Grades): The grade of I (incomplete) is given for passable work that could not be completed due to circumstances beyond the student's control. The "I" grade will not be used to avoid a student receiving a D or F grade.

Formally, the NMSU course catalogue states: "Instructors may assign *I* grades only if the student is unable to complete the course due to circumstances beyond the student's control that develop after the last day to withdraw from the course. Examples of appropriate circumstances include documented illness, documented death, or crisis in the student's immediate family, and similar circumstances. Job related circumstances are generally not appropriate grounds for assigning an *I* grade. In no case is an *I* grade to be used to avoid the assigning of *D*, *F*, *U*, or *RR* grades for marginal or failing work."

**DISABILITIES:**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Trudy Luken, Director  
Student Accessibility Services (SAS) - Corbett Center, Rm. 208  
Phone: (575) 646-6840 E-mail: sas@nmsu.edu  
Website: <http://sas.nmsu.edu/>

**DISCRIMINATION:**

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU's complaint process, or to file a complaint contact:

Gerard Nevarez, Title IX Coordinator  
Agustin Diaz, Title IX Deputy Coordinator  
Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue  
Phone: (575) 646-3635 E-mail: equity@nmsu.edu  
Website: <http://www.nmsu.edu/~eeo/>

**Other NMSU Resources:**

NMSU Police Department:	(575) 646-3311 <a href="http://www.nmsupolice.com">www.nmsupolice.com</a>
NMSU Police Victim Services:	(575) 646-3424
NMSU Counseling Center:	(575) 646-2731
NMSU Dean of Students:	(575) 646-1722
For Any On-campus Emergencies:	911

**CHEATING/PLAGIARISM POLICY:**

Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more information and help on how to avoid plagiarism at <http://lib.nmsu.edu/plagiarism/>

**DISCLAIMER:**

This syllabus is subject to change without notice!

**EMAIL / CONTACT POLICY:**

My typical response time to emails is between 24 and 72 hours. If you don't get a reply, please double check that you have the correct address ([mhout@nmsu.edu](mailto:mhout@nmsu.edu)) and try emailing me again (or stop me in class).

**CLASS SCHEDULE (important dates):**

Date	Activity	Notes / Due Dates
Wednesday, January 20, 2016	Syllabus Day / Explanation of the Class Format	
Monday, February 08, 2016	Writing Assignment	Due by midnight Friday, February 12th
Wednesday, February 17, 2016	Exam 1	Covers Section 1 Lectures and Readings
Wednesday, February 24, 2016		Final Project Proposals Due
Wednesday, March 02, 2016	Writing Assignment	Due by midnight Monday, March 7th
Friday, March 11, 2016	Exam 2	Covers Section 2 Lectures and Readings
Monday, March 14, 2016	No class - Spring break!	
Wednesday, March 16, 2016	No class - Spring break!	
Friday, March 18, 2016	No class - Spring break!	
Friday, March 25, 2016	No class - Spring holiday!	
Monday, April 04, 2016	Writing Assignment	Due by midnight Friday, April 8th
Wednesday, April 13, 2016	Exam 3	Covers Section 3 Lectures and Readings
Wednesday, April 27, 2016	Writing Assignment	Due by midnight Monday, May 2nd
Friday, April 29, 2016		Final Projects Due by Midnight!!!
Monday, May 02, 2016	Listening Party #1	
Wednesday, May 04, 2016	Listening Party #2	
Friday, May 06, 2016	Exam 4	Covers Section 4 Lectures and Readings
Wednesday, May 11, 2016	Final Exam: 10:30 - 12:30 pm	Covers Sections 1-4 Lectures and Readings

\*\*\* Please note: This schedule is subject to change, according to class demands! \*\*\*

\*\*\*\*\* Please note further: Free days will be given to work on final projects, and will be announced ahead of time, via Canvas \*\*\*\*\*

I do not lay out the particular schedule of topics for a very specific reason. This class is interactive and conversational, and proceeds at varying speeds from semester to semester. If the class is doing well, we'll get through material quickly. If the class is struggling, I'll slow things down, so I don't lose anyone. If we are having lots of good in-class discussions, that will slow down the progression of material, and so on. As such, I don't lay out the topic schedule ahead of time so that I can take into account all of these variable factors, making sure to proceed at an appropriate pace and leave as much time for conversation and debate as possible. Just sit back, relax, learn something about cognitive psychology, engage, and we'll get through as much as we can!