Cognitive Psychology
PSY 340,Fall 2016, CRN#41273

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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 and Revel Package (required): "Cognition" by Gabriel A. Radvansky and Mark H. Ashcraft (6th Edition). I may also periodically assign research articles or other readings (or podcasts to listen to), all of which will all be posted on Canvas (freely). Note that only the Revel system is required, as it comes with an electronic version of the text. A 3-hole punch version of the text can be purchased for a few extra dollars. Do NOT buy the hardcover version as it is unnecessarily expensive! The whole thing should cost approximately $80. ISBN: 978-0134104355.
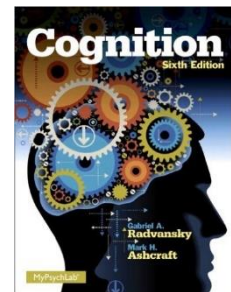
Instructions for joining the Revel course: This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: https://console.pearson.com/enrollment/pfa6tc
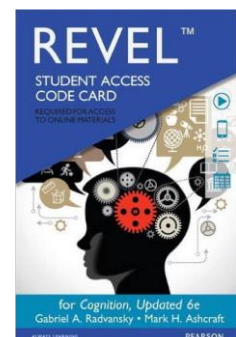
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. <u>There is a free trial if you are waiting for financial aid.</u>

What you should know:
- Bookmark https://console.pearson.com to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.

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 (especially with your group members). 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, readings, writing assignments, a group activity, 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 (two per week, typically), but I will also include many hands-on demonstrations, some writing assignments, and a large 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!
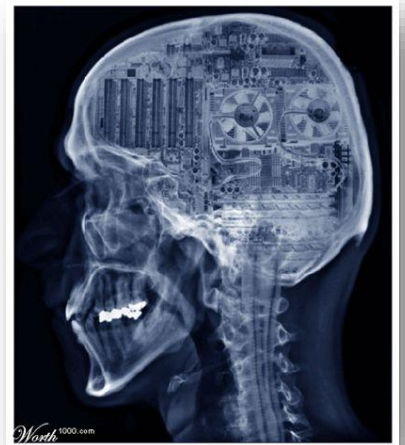
That being said, a lot of what I discuss in lecture will be experimental research. Theories are important, but they are meaningless without supporting evidence. We will discuss data nearly every day in class. So get used to hearing me talk about how an experiment was conducted, and start trying to predict 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 a 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. If a question arises to that effect, it will be on the Revel quizzes (more on this below), which are open-book (and these will occur rarely, if at all). On the exams, you may see names and dates to jog your memory for the experiment/idea to which I am referring. But on an exam, 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 may present something funny or unexpected in my slides. If you have a copy of my slides 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.

Bear in mind one very important fact: This class is a blend of traditional and "flipped classroom" styles. There is far too much information in the text to get to in the lectures, even if I abandoned the writings and group activities altogether. That being said, the lectures are a bare-bones version of what you will be reading concurrently in the textbook. I will try to hit the major points in my lectures, discuss key concepts, and so on (while also allowing for some discussion). However, coming to lectures alone cannot replace the readings. It is crucial that you attend fully to both. This means that coming to class is critically important. It is NOT sufficient to simply look over my slides after the fact, or only do the readings. You need to be around to hear me discuss the topics. And you need to be doing the readings concurrently. 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 and what is covered in the readings. They go hand-in-hand.

You can, if you choose, use a tablet or laptop computer to take notes during class. 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 in part on four exams, worth a total of 40% of your overall grade. Some exams are lengthier than others, so this component of your grade will be scored as a percentage of total exam points acquired. The material will be based on the required readings in Revel, and what is covered in lecture (which, as already mentioned, are complementary). The form of the questions will follow the Revel quizzes (more on this below), so it should simply be a natural extension of what you are learning outside of class. The only difference will be that the quizzes are open book, and these exams are not. Exams will be multiple-choice format, and I will provide you with bubble-sheets. 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.

Revel quizzes: Throughout the semester, you will be responsible for reading the material from the book, and for answering a series of multiple-choice questions at the end of each chapter. The online Revel systems merges these two things together, so all of it can be done online. When you register for the system, you'll see your assignments and their respective due dates (which are also on the course schedule, below). The quizzes at the end of each chapter are NOT lengthy or cumbersome. They are simply designed to make sure you are making progress with the material in the course. You are expected to work on these questions alone (i.e., not with your group)! However, one day per section will be dedicated to giving you time to work on these in class, if you wish. You can bring your laptop to class that day, and plan to work through the questions with me as a resource. I will NOT give you the answers to the questions, of course, but I will be here to work with you and help you understand the material so as to best answer the multiple-choice quizzes. If you do not have a laptop, simply make notes about areas of difficulty prior to the "Revel days" in class,

so I can help you face to face (alternatively, you can come to my office and use my computer). I do not want to penalize anyone for not having a laptop, so take advantage of these alternatives if the need arises! Overall, the Revel quizzes are worth 25% of your grade. Each quiz has 15 questions, and each question is worth 5 points if you get it correct on the first try, 4 points on the second try, and so on. Therefore, you can score a maximum of 75 points per quiz. There are a total of 1,050 points on these quizzes (75 per quiz X 14 quizzes), and your points will be converted to a percentage which is worth 25% of your overall grade.

Writing assignments: In total, you will write 4 short reflections (independently!) throughout the course, each worth 3.75% 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 (or video) 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/video to Canvas, so you can listen to it again.

Each podcast will be roughly 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. We will discuss the podcast as a group, and then you will have one full week to write a reflection on it. Before we listen, I will post several reflection questions that will be designed to stimulate your writing (and which we will discuss as a group after class). They do 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) one week 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).

	Unsatisfactory (Does not meet Expectations) 1 pt	**Satisfactory (Meets Basic Expectations) 2 pts**	**Exemplary (Exceeds Expectations) 3 pts**
CONTENT & READER INTEREST	▪Many instances where information presented is inaccurate. ▪ Information is presented flatly and in a boring manner, leaving the reader disinterested with the topic.	▪Information mostly accurate, with some inaccuracies. ▪ Information is presented in a mildly interesting fashion, but does not encourage the reader to seek out more information on the topic.	▪ Information is all or almost all accurate. ▪ Information presented in a way that grabs the attention of the reader, and encourages them to think about the material in more depth.
ORGANIZATION	▪ Paper lacks clear progression. ▪ Information presented is not organized in a coherent fashion so that the reader could readily make sense of it. ▪ Length is much too long/short.	▪ Basic progression is clear but in places information is out of place. ▪Reader can follow the development of the information most of the time. ▪Length is somewhat too long/short.	▪ Clear progression in information presented. ▪ Reader can readily follow the presentation of the whole paper. ▪Length is within appropriate bounds.
STYLE	▪ Voice, word choice, and sentence and paragraph construction are poor; difficult to understand. ▪ Grammar, mechanics, and usage are frequently a problem.	▪ Voice, word choice, and sentence and paragraph construction are rudimentary, but understandable. ▪ Some grammatical and mechanical mistakes. ▪ Writing does not always match the conventions of the genre.	▪ Voice, word choice, and sentence and paragraph construction are suitable for the readers' expectations and conventions of the genre. ▪ Grammar, mechanics, and usage match the conventions of the genre.

Attendance: Your attendance is required, unless otherwise excused (in advance!) with a serious medical condition, or some other approved reason for missing (e.g., death in the family). There are 37 days in which attendance is required (i.e., all days save holidays and the AMA day, and not including exam days which are, of course, mandatory). Therefore, you will start off with 37 points. Think of these are free points that you get just for coming to class and participating with your group. You will lose 1 point for every unexcused absence, and you will lose ½ point for every day you show up more than 5 minutes late, or leave more than 5 minutes early (unless otherwise excused). Please take this seriously. Your attendance is necessary to get the most out of this course, and for group cohesion (when working on final projects). And showing up late (or leaving early) is disruptive to everyone. I'm happy to make exceptions when absolutely necessary, but be sure to communicate with me about your needs well in advance, and ask for excused sparingly. At the end of the semester, your points (out of 37) will be converted to a percentage that is weighted to be worth 5% of your overall lecture grade. Think of this as a free 5% just for coming to class regularly and on time!

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 an 8-10 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 addresses all four of the following 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?

During the final presentation, each member of the group will have two minutes to speak. Think of this as "2-minute science." This is an idea I borrowed from the "Hidden Brain" podcast, wherein they do "60-second science," during which each presenter is challenged with presenting a summary of an important research article in under one minute. You will do something similar, in that each group member will have two minutes to present the findings of an article (all centered around the same topic), while trying to comment on the four questions above.

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), and I need to see copies of the peer-reviewed journal articles you plan to discuss. 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 (and the particular articles). 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, particularly by reading journal articles, but also by doing things like 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 have aside several class periods for your group to work on this (see course schedule), but you will likely have to do considerable group work outside of class.

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, but feel free to be creative. 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, save a peer-review component designed to make sure that everyone is contributing equally to the project. I will use the rubric below to evaluate activity presentations. The final project is worth 15% of your overall 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, or on your Revel quizzes. Take advantage of these times set aside! I (and/or Collin) will always be in class on these days to help you. These are mainly intended to work on the group project, but are also good days to try and work on the Revel quizzes when Collin and I are around to answer any questions you may have.

PRESENTATION RUBRIC

Below, you'll find the rubric for the final presentation. The first three components are graded by me. The fourth portion is the peer-review component. Each section of the rubric (Delivery, Content/Organization, Enthusiasm, Peer-Review) is valued the same. The peer-review component is scored out of more points, as it is a more involved

evaluation. However, it will be weighted to be worth the same amount as the other two components.

	Excellent – 4	Good – 3	Fair – 2	Unsatisfactory - 1
Delivery	• Holds attention of entire audience with the use of engaging media / visuals • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points	• Consistent use of media /visuals • Speaks with satisfactory variation of volume and inflection	• Displays minimal media / visuals • Speaks in uneven volume with little or no inflection	• No media / visuals • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content / Organization	• Demonstrates full knowledge by presenting with helpful explanations • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	• Is at ease with material, but without good explanation • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	• Is uncomfortable with information • 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	• Does not have grasp of information • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm / Audience Awareness	• Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic

Peer evaluation: Below is a list of behaviors that facilitate group performance. Please indicate how frequently each of your teammates did each of the behaviors, using the scale below. Each student's peer evaluation score is the average of the points he/she receives from his/her teammates.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Write your teammates' names in the boxes to the right. → Do NOT include yourself	NAME:	NAME:	NAME:	NAME:	NAME:
1. He/she showed up and was prepared for team discussions.					
2. He/she contributed to making the slides.					
3. He/she participated constructively.					
4. He/she was respectful of individual differences of opinion.					
5. He/she encouraged a cooperative group climate (e.g., encouraged all members to contribute, fostering the sense of "we-ness" in the team, cooperated with the team to reach the team goal even if his/her ideas weren't adopted).					
6. He/she communicated clearly and to the point (e.g., he/she made very few rambling or off-topic comments).					
7. He/she listened attentively (e.g., didn't interrupt, focused on the task, wasn't distracted or distracting others).					
8. He/she was dependable.					
9. He/she analyzed ideas rather than criticizing personalities.					
10. He/she was an asset to the team.					

11. Add each teammate's points on items 1-10 and write the total in the boxes to the right. → (50 points possible)					
12. Multiply the total score in row 11 by 2 → PEER EVALUATION SCORE					

OTHER IMPORTANT POLICIES:

Cell phones: During class, please 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 please behave accordingly.

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.

Late policy: You will lose 10% of your grade for every day that an item is late. For instance, if you are late to finish your Revel quizzes, they will be worth 10% less than they would have otherwise (and you'll need to let me know if that happens, as Revel will lock you out and prevent late submissions). If you fail to turn in your final project (or writing assignments) to me on time, your entire group will lose 10%. On that note, please make sure to copy your group members when emailing me the final project so they know it was submitted on time; I'll always confirm receipt. Stay on top of deadlines, please! I don't like removing points unnecessarily.

Grade calculation: Attendance is worth 5% of your grade, exams are worth 40% of your grade, writing assignments are worth 15% of your grade, Revel quizzes are worth 25% of your grade, and the final project is worth 15% 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

Incomplete Grade: The current catalog statement "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."

Complete information regarding the use of an "I" Incomplete grade can be found in the courses catalog (the link below is to the 2014-15 catalog as the 2015-16 catalog is not yet online):
http://nmsu.smartcatalogiq.com/en/2014-2015/Undergraduate-Catalog/General-Information/Regulations/Incomplete-Grade

Academic Misconduct: The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online:
http://studenthandbook.nmsu.edu/

Academic misconduct is explained here:
http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/

Discrimination and Disability Accommodation:

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 Student Union, Rm. 208

Phone: (575) 646-6840
E-mail: sas@nmsu.edu
Website: http://sas.nmsu.edu/

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:

Lauri Millot
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://eeo.nmsu.edu/

Other NMSU Resources:

NMSU Police Department:	(575) 646-3311 www.nmsupolice.com
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/

HONORS BY CONTRACT:

Students who wish to have this course count as an Honors course may do so by first discussing this option with me. If I approve of your request, you can then complete the Course by Contract form: https://honors.nmsu.edu/for-students/honors-courses-by-contract/. I will assign you additional work that will permit you to gain Honors credits for this course in your major. These credits will count as upper division credits towards the accumulation of 18 credits needed to graduate with University Honors. For additional information on pursuing the Honors recognition at graduation, contact the Honors College at 575-646-2005 or email Dean Chaiken at mchaiken@nmsu.edu. Completed Contract forms must be submitted in person to the Honors College no later than 1 week after the beginning of each semester.

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) and try emailing me again (or stop me in class). I prefer that you send emails to my personal email rather than message me through Canvas. It's easier for me to respond through direct email, and therefore you are more likely to get a speedy response from me there.

DISCLAIMER:

This syllabus is subject to change without notice!

CLASS SCHEDULE:

Date	Activity	Chapters	Deadlines
Wednesday, August 17, 2016	Syllabus Day / Explanation of the Class Format		
Friday, August 19, 2016	Science Reporting / Group Intros		
Monday, August 22, 2016	Lecture	Ch1	
Wednesday, August 24, 2016	Lecture	Ch2	
Friday, August 26, 2016	Writing Assignment #1		
Monday, August 29, 2016	Lecture		
Wednesday, August 31, 2016	Lecture	Ch3	
Friday, September 2, 2016	In class preparation / Revel		Writing #1 Due
Monday, September 5, 2016	No class - Labor Day		
Wednesday, September 7, 2016	Lecture		
Friday, September 9, 2016	Exam 1	Ch1-3	Revel Ch1-3 Due
Monday, September 12, 2016	Lecture	Ch4	
Wednesday, September 14, 2016	Lecture	Ch5	
Friday, September 16, 2016	Writing Assignment #2		
Monday, September 19, 2016	Lecture		
Wednesday, September 21, 2016	Lecture	Ch6	
Friday, September 23, 2016	In class preparation / Revel		Writing #2 Due
Monday, September 26, 2016	Lecture	Ch7	
Wednesday, September 28, 2016	Lecture		
Friday, September 30, 2016	Exam 2	Ch4-7	Revel Ch4-7 Due
Monday, October 3, 2016	In class preparation / Revel		
Wednesday, October 5, 2016	Lecture	Ch8	
Friday, October 7, 2016	Writing Assignment #3		Final Project Proposals Due
Monday, October 10, 2016	Lecture	Ch9	
Wednesday, October 12, 2016	Lecture		
Friday, October 14, 2016	Ask Me Anything Day		Writing #3 Due
Monday, October 17, 2016	Lecture	Ch10	
Wednesday, October 19, 2016	Lecture	Ch11	
Friday, October 21, 2016	In class preparation / Revel		
Monday, October 24, 2016	Lecture		
Wednesday, October 26, 2016	Lecture		
Friday, October 28, 2016	Exam 3	Ch8-11	Revel Ch8-11 Due
Monday, October 31, 2016	Lecture	Ch12	
Wednesday, November 2, 2016	Lecture	Ch13	
Friday, November 4, 2016	Writing Assignment #4		
Monday, November 7, 2016	Lecture		
Wednesday, November 9, 2016	Lecture	Ch14	
Friday, November 11, 2016	In class preparation / Revel		Writing #4 Due
Monday, November 14, 2016	Lecture		
Wednesday, November 16, 2016	Free Day!		
Friday, November 18, 2016	Exam 4	Ch12-14	Revel Ch12-14 Due
Monday, November 21, 2016	No class - Thanksgiving break!		
Wednesday, November 23, 2016	No class - Thanksgiving break!		
Friday, November 25, 2016	No class - Thanksgiving break!		Final Projects Due (11/27 midnight)
Monday, November 28, 2016	Viewing party #1		
Wednesday, November 30, 2016	Viewing party #2		
Friday, December 2, 2016	Viewing party #3		
Monday, December 5, 2016	Final (Optional) Exam: 1-3pm		

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