Psychology 360.501: Cognitive Psychology
Spring 2016

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Course website: https://d2l.sfasu.edu/

Office Hours: By Appointment. I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to schedule a specific time to discuss issues either via chat, email, phone, etc. please send an email and we will find a mutually agreeable time to discuss your issues/concerns. I am here to help you, so please do not hesitate to contact me.

Text: Reed: Cognition: Theory and Applications 7th ed. Brooks/Cole (now Cengage), 2007. I do NOT recommend purchasing a different version of the text (newer or older). If you do purchase a different edition, there will be differences and the differences may be substantive which could affect your grade.

Here’s the Amazon site for used books starting at $0.01
http://www.amazon.com/gp/offer-listing/0495091561/ref=sr_1_2_olp?ie=UTF8&qid=1278681391&sr=8-2&condition=used

Parts of the text are available free at
http://books.google.it/books?id=O55oiHnrMI0C&printsec=frontcover&dq=reed+cognition+7th+edition&hl=en&sa=X&ei=dUWWUbWyFtIXLhAeTkYDICA&redir_esc=y#v=onepage&q&f=false

I have not ordered the textbook at the bookstore and it is unlikely they will order either since there is not much money to be made on the old books.
WELCOME TO COGNITIVE PSYCHOLOGY. This course is designed as an introduction to the theory and research in the area of Cognitive Psychology. Cognitive Psychology examines the underlying processes people use to acquire, manipulate, store/retrieve and ultimately use information.

The approach to be taken will view humans as complex Information Processing Systems (sort of like computers). Specifically, we will examine how such a system selects the type and amount of information to be processed (Chapter 3 - Attention), recognizes what information is being processed (Chapter 2 - Pattern recognition). The next section will explore where and how information is stored and retrieved (Chapters 4 Short-term memory and Chapter 5 Long-term memory). Further exploration of the system will reveal how different types of information are stored and organized (Chapters 6-8). In Chapters 9-11 we will examine language processing at several different levels. Finally, we will examine HOW the system is capable of completing very complex cognitive tasks including problem solving (Chapter 12) and decision making (Chapter 14).

There are NO required on campus meetings.

Course Description: An introduction to current theory and research in the psychology of thought with an emphasis on the human information processing system. Topics include perceptual processes, attention, memory, language, categorization, imagery, problem solving and decision making. Prerequisite: Psyc 133

Program Learning Outcomes:

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate/Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>
Student Learning Outcomes include
* Be able to define cognitive psychology and what cognitive psychologists do.
* Discuss the history of cognitive psychology.
* Define and use basic cognitive psychological terms.
* Discuss the Information Processing Model of cognitive psychology
* Identify the basic theories of cognitive psychology through its evolution.
* Identify major contributors to the field of cognitive psychology and describe their work.
* Describe the application of theory to the major areas of psychological study.
* Discuss how major principles and theories can be applied to real life situations.
* Discuss the influence of pattern recognition and attention on information processing.
* Discuss the differences between short-term and long-term memory and how a levels of processing explanation may be used to explain both.
* Summarize research on higher-level cognitive psychology including language, comprehension and memory or text, expertise, creativity, decision-making and problem solving.
* Evaluate the biological bases of cognitive psychology.

COURSE OVERVIEW
This course will include an innovative variety of web-based activities. These activities are designed to add value to the knowledge you have gained during your reading of the chapters.

The timing of the course is intended to follow that of an on campus course. We will officially start our activity starting on Monday and finish Friday at midnight. The deadline for all weekly activity (i.e., quizzes, discussions, etc) is MIDNIGHT THE FRIDAY WE START THE CHAPTER (see the course calendar on the D2L site for specific dates). Although there will be NO official activity (by you or me) REQUIRED Saturday-Sunday, you (as will I) should use the time to prepare for the upcoming week. The electronic calendar is the official calendar for the course. The one appended is a tentative calendar. There is NO Final Examination in the course. You can complete an activity from the time it is made available to any time before the completion date for the chapter. Feedback will be provided following the deadline.

The course is divided into five sections each exploring an area of cognitive psychology. In most chapters there will be a professor’s comments section (some may call this a lecture). We will be using the course website for the major activities in the course. These activities include chapter quizzes and chapter discussions. Each of these activities is worth 500 points distributed equally across the chapters.
Final grades will be based upon the TOTAL POINTS earned on the following areas.

**Discussions**  
500 Points

In each chapter there will be at least one discussion topic that will be posted. You will submit your response to the discussion via a private dropbox. Please consult the course contents (usually the Professor Comments/Reflections) regarding the discussion topic for the week.

The discussions are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, my comments, and any other sources of information. That is, points would be earned if

- You make a post that makes demonstrates a robust synthesis of the chapter materials.

- You post your “opinion” on a topic along with a course based rationale (which should likely include research) to support your opinion.

whereas points would NOT be earned if

- You make a post that does not demonstrate an understanding and synthesis of the topic/concept.

Your post contains “texting” language. Let’s avoid conventions such as “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” In all cases where there is multiple texting conventions used, 0 points will be earned.

Though this is not a writing intensive course there is still an expectation that college level writing will be used including appropriate spelling, grammar, punctuation, capitalization, etc. Your word processor likely has a built in spelling and grammar checker. Please use them.

Your total contribution to the chapter discussion will be graded as Pass, Pass/Fail, or Fail (2, 1, and 0 points respectively per chapter). Contributions that are marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Earning too many of these Pass/Fail grades will have a negative impact on the number of points earned.
THE DEADLINE FOR SUBMITTING YOUR DISCUSSION RESPONSE TO THE APPROPRIATE DROPBOX IS THE SAME AS THE QUIZZES - MIDNIGHT FRIDAY OF THE WEEK WE START THE CHAPTER (e.g., Chapter 1 starts on July 8 and the deadline is midnight Friday July 10)

**Chapter Quizzes**

**500 Points**

Chapter quizzes will be available and will cover the material in each chapter. ALL QUIZZES (AND EXAMS) ARE CLOSED- NOTES/CLOSED-BOOK format. You will have two (2) chances to take each chapter quiz. Only the highest score will be recorded.

If I see any indication of academic misconduct occurring I will contact you for a conference. Two such incidents will result in immediate failure in the course. Please do not jeopardize your academic career for a few points.

**Other Activities**

1. Complete the Syllabus Quiz (available in the course site) and earn a score of 95 or higher. The quiz can be taken as many times as necessary to earn the required score of 95. Your score on the Syllabus Quiz DOES NOT count towards your grade.

2. Complete the Online Course Readiness Assessment (see details below) and submit your full results (PDF file of approximately 14-20 pages) in the appropriate Dropbox in the course site. Also include a 1-2 page reflection paper based on your results. Your reflections should include your thoughts about how your results may affect your performance in the course as well as any strategies you might employ to address any concerns you have. As situations change, even if you have completed the assessment in the past, please complete it again and submit your most recent results.

   Website: [http://sfasu.readi.info](http://sfasu.readi.info)
   First time username: sfa
   Password: lumberjacks

Comment [REV3]: Website:  [http://sfasu.readi.info](http://sfasu.readi.info)
FIRST TIME USERS
Username: sfa
Password: lumberjacks
**Grading Scale**

The **total number** of points you can earn in the course is **1000**. Following is the grades associated with different levels of performance. **The online grade book will NOT be used. Instead I will load an Excel Spreadsheet that you can download and enter your scores that will keep a running total for you.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt; 600</td>
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You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In the past, students that have actively participated have done well: **those that did not participate did not do so well. DO NOT PROCRASTINATE as DEADLINES are ABSOLUTE!!!!**

I will try to respond to email as soon as possible. I will respond to **all substantive** email (most within 24 hours) during the official class time **Monday-Friday**. Email received after Friday at midnight will receive a response at the latest by the following Monday.

PLEASE email using the course email system if you have any questions or are having any problems with the information being covered.

**If you are having technical trouble with D2L, please contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.**

**For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.**

**To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.**
Below is the course schedule and description of the different tools. Please look them over and feel free to ask any questions you may have.

**COURSE OUTLINE**
A tentative course schedule, showing the Reed chapters and deadlines. Please look it over and ask any questions that you may have.

**PLEASE CONSULT THE COURSE CALENDAR FOR THE MOST UP TO DATE INFORMATION. THE CALENDAR IS WHAT WE WILL ADHERE TO IF THERE ARE ANY DISCREPANCIES BETWEEN THE SYLLABUS AND CALENDAR.**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topics</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>January 25 – 29</td>
</tr>
<tr>
<td>2</td>
<td>Pattern Recognition</td>
<td>February 1 – 5</td>
</tr>
<tr>
<td>3</td>
<td>Attention</td>
<td>February 8 – 12</td>
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<tr>
<td>4</td>
<td>Short-Term Memory</td>
<td>February 15 – 19</td>
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<tr>
<td>5</td>
<td>Long-Term Memory</td>
<td>February 22 – 26</td>
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<tr>
<td>6</td>
<td>Memory Codes</td>
<td>February 29 – March 4</td>
</tr>
<tr>
<td>7</td>
<td>Visual Images</td>
<td>March 7 – 11</td>
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<tr>
<td></td>
<td>SPRING BREAK (No Class)</td>
<td>March 14 – 18</td>
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<tr>
<td></td>
<td>EASTER BREAK (No Class)</td>
<td>March 21 – 25</td>
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<tr>
<td>8</td>
<td>Categorization</td>
<td>March 28 – 1</td>
</tr>
<tr>
<td>9</td>
<td>Semantic Organization</td>
<td>April 4 – 8</td>
</tr>
<tr>
<td>10</td>
<td>Language</td>
<td>April 11 – 15</td>
</tr>
<tr>
<td>11</td>
<td>Comprehension and Memory for Text</td>
<td>April 18 – 22</td>
</tr>
<tr>
<td>12</td>
<td>Problem Solving</td>
<td>April 25 – 29</td>
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<tr>
<td>14</td>
<td>Decision Making</td>
<td>May 2 – 6</td>
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<tr>
<td></td>
<td>FINALS WEEK</td>
<td>May 11 (5 PM)</td>
</tr>
</tbody>
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**Course Tools**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
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</thead>
<tbody>
<tr>
<td>Content (Learning Modules):</td>
<td>This is really the heart of the course. Contained within this is the information from both the instructor and the text, along with excellent assessment tools for each chapter. Your learning plan should include processing and understanding of this information. Also you should feel uninhibited to review this material during the week.</td>
</tr>
</tbody>
</table>
Calendar: Contains information about when we will be studying and discussing the different chapters. It is important that you keep up with changes in the calendar, since it is the official calendar of the course. The calendar of events in the syllabus is only tentative.

Email: Email is the best communication device in the course. This will be the only email I will respond to. If you send something to my email @sfasu.edu I will likely reply using the D2L email the first time. Subsequently, a response to email sent to my @sfasu.edu account will be unlikely.

Discussion: Used extensively throughout the chapters. The discussion topics are located in the Professor Comments in the Course Contents. You will submit your response to the appropriate dropbox.

Checklists Use this page to view the checklists available to you. To view a checklist and check any of its items, click the checklist name.

Let me give you a little tip here: One that is likely self-evident to everyone. You must log into and participate in the course to do well. One term when I taught a similar course there was a nearly +.87 correlation between activity level and overall grade. Points were NOT awarded for activity in general; rather students who logged into the course and participated did well. Those that did not log in and participate did not do well in the course.

Grades Please remember you will need to download a grade file to enter your grades.

Classlist This shows you who is online in case you would like to chat with them.

Quizzes Shows you the live quizzes and surveys that are available for you to take. You can also see your responses on any given survey/quiz.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a
component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

I do not take kindly to ANY FORM of "Academic Misconduct" and will take necessary steps to insure none occurs. Each incident will be dealt with on an individual basis. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

I reserve the right to change or modify this syllabus at any time throughout the semester. This is a tentative schedule and syllabus. The official ones are available when you log into the course.