



Psychology 365-01

Cognitive Psychology

Winter 2016

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| Instructor: | Glen Bodner | Lecture Location: | ST 141 |
| Phone: | 403-220-2714 (no callback) | Lecture Days/Time: | MWF 11-11:50 am |
| Email: | bodner@ucalgary.ca (I aim to reply within 1 weekday) | Grading TA: | Rozee Pereverseff |
| Office: | AD 235B | TA Email: | rskhour@ucalgary.ca |
| Office Hours: | By appointment | TA Office: | AD 01 (basement) |
| | | TA Office Hours: | TBA |

Course Description

A survey of research and theory in cognitive psychology. Research in pattern recognition, attention, memory, language, thinking, and other cognitive abilities is explored.

Course Learning Outcomes

- identify central research questions and debates regarding cognitive processes
- contrast two theories of how a given cognitive process works
- analyze research findings and draw appropriate conclusions about underlying cognitive processes
- interpret journal article reports of empirical studies of cognitive processes
- propose novel research that could further our understanding of a cognitive process

Prerequisites

Psyc 200 and 201 – Principles of Psychology I and II (or equivalent)

Required Text

McBride, D. M., & Cutting, J. C. (2016). *Cognitive Psychology: Theory, Process, and Methodology*. Sage. [Available in UofC Bookstore]

Evaluation

Tests/Exam (75% of final grade). There will be 3 multiple-choice tests (15% of final grade each) and 1 cumulative multiple-choice final exam (30% of final grade); each may include material from the text, lectures, and assigned articles. The cumulative portion of the final exam will be based on lecture material. No outside materials are permitted during the tests/exam.

| Test/Exam | Text chapters | # Questions | Duration | % of final grade | Date |
|------------|----------------|-------------|----------|------------------|-------------|
| Test 1 | 1-3 | 30 | 50 min | 15 | Feb 1 |
| Test 2 | 4-6 | 30 | 50 min | 15 | Mar 7 |
| Test 3 | 7-9 | 30 | 50 min | 15 | Mar 28 |
| Final exam | 10-12 | 30 | 90 min | 15 | TBA |
| | 1-9 (lectures) | 30 | | 15 | (Apr 16-27) |

Article Assignment 1 & 2 (10% & 15% of final grade, respectively; 5 double-spaced pages each). The article assignments provide you an opportunity to (1) synthesize and interpret an empirical study of an assigned cognitive process and (2) propose a novel study that could further our understanding of that cognitive process. Student assignments to cognitive processes will be posted on D2L. You will be assigned to Ch3&7, Ch4&8, Ch5&9, or Ch6&10. The two assignments are identical to facilitate your written communication skill development. You will receive your grade/feedback on Assignment 1 before Assignment 2 is due. For each assignment, obtain a journal article published since 2010 that (1) reports one or more experiments that investigates your assigned cognitive process, (2) interests you, (3) you understand, and (4) no one else has chosen (else you will receive 0%). Articles from the Thinking About Research sections of the textbook cannot be used. In Part 1 (50% of grade), outline the purpose, method, results, and conclusions of the study (as per Thinking About Research sections of the text), plus how it contributes to our understanding of your assigned cognitive process. In Part 2 (50% of grade), outline a limitation of the study or a future direction worth exploring, then propose an original follow-up study that would further our understanding of your assigned cognitive process. Here you will outline the purpose, method, predictions (with rationale), and implications of your proposed study, plus how it will contribute to our understanding of your assigned cognitive process. Assignments must be completed using the **ArticleAssignmentTemplate.docx** file on D2L (else you will be penalized 5% out of 100%). Assignments must be printed and submitted in class on the due date (see Tentative Lecture Schedule). Late (or early) assignments must be addressed to the TA, date-stamped, and submitted via the green box outside AD 255. Emailed assignments will not be accepted. Late assignments will be accepted only if received within 1 week of the due date, and will be penalized 5% out of 100% without exception (e.g., a 76% grade = B will become a 71% grade = C+).

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% becomes 90% = A, but 89.4% becomes 89% = A-).

Tentative Lecture Schedule

| Date | Topic (Chapter)/Activity | Article Assignments Due |
|-----------|--|--|
| M Jan 11 | Introduction to Cognitive Psychology (Ch 1) | |
| W Jan 13 | Introduction to Cognitive Psychology (Ch 1) | |
| F Jan 15 | Introduction to Cognitive Psychology (Ch 1) Thinking About Research: Proffitt et al. (2003) | |
| M Jan 18 | Cognitive Neuroscience (Ch 2) | |
| W Jan 20 | Cognitive Neuroscience (Ch 2) Thinking About Research: McDaniel et al. (2013) | |
| F Jan 22 | Perception (Ch 3) | |
| M Jan 25 | Perception (Ch 3) | |
| W Jan 27 | Perception (Ch 3) Thinking About Research: Witt et al. (2012) | |
| F Jan 29 | Review Class | Assignment 1 due for Ch 3 (10%) |
| M Feb 1 | Test 1 (Ch 1-3, 15%) | |
| W Feb 3 | Attention (Ch 4) | |
| F Feb 5 | Test 1 Review Class | |
| M Feb 8 | Attention (Ch 4) | |
| W Feb 10 | Attention (Ch 4) Thinking About Research: Böckler et al. (2014) | |
| F Feb 12 | Memory Structures and Processes (Ch 5) | Assignment 1 due for Ch 4 (10%) |
| Feb 14-21 | Reading Week. No lectures. | |
| M Feb 22 | Memory Structures and Processes (Ch 5) | |
| W Feb 24 | Memory Structures and Processes (Ch 5) Thinking About Research: Scullin & McDaniel (2010) | |
| F Feb 26 | Long-term Memory (Ch 6) | Assignment 1 due for Ch 5 (10%) |

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| M Feb 29 | Long-term Memory (Ch 6) | |
| W Mar 2 | Long-term Memory (Ch 6) Thinking About Research: Nairne et al. (2013) | |
| F Mar 4 | Review Class | Assignment 1 due for Ch 6 (10%) |
| M Mar 7 | Test 2 (Ch 4-6, 15%) | |
| W Mar 9 | Memory Errors (Ch 7) | |
| F Mar 11 | Memory Errors (Ch 7) Thinking About Research: Castel et al. (2007) | |
| M Mar 14 | Imagery (Ch 8) | Assignment 2 due for Ch 7 (15%) |
| W Mar 16 | Imagery (Ch 8) Thinking About Research: Amit & Greene (2012) | |
| F Mar 18 | Language (Ch 9) | Assignment 2 due for Ch 8 (15%) |
| M Mar 21 | Language (Ch 9) Thinking About Research: Lupyan et al. (2010) | |
| W Mar 23 | Review Class | Assignment 2 due for Ch 9 (15%) |
| M Mar 28 | Test 3 (Ch 7-9, 15%) | |
| W Mar 30 | Concepts and Knowledge (Ch 10) | |
| F Apr 1 | Concepts and Knowledge (Ch 10) Thinking About Research: Sloutsky et al. (2007) | |
| M Apr 4 | Problem Solving (Ch 11) | Assignment 2 due for Ch 10 (15%) |
| W Apr 6 | Problem Solving (Ch 11) Thinking About Research: Grant & Spivey (2003) | |
| F Apr 8 | Reasoning and Decision Making (Ch 12) | |
| M Apr 11 | Reasoning and Decision Making (Ch 12) Thinking About Research: DeNeys (2006) | |
| W Apr 13 | Review Class | |
| Apr 16-27 | Final Exam (Ch 10-12, 15%; Ch 1-9 [lectures], 15%) | |

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If students cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If students cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (AD 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 13, 2016**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in AD 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The Safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

| Date | Importance |
|-----------|---|
| M Jan 11 | Winter term lectures begin. |
| F Jan 22 | Last day to drop this course with no "W" notation and still receive a tuition fee refund. |
| M Jan 25 | Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit. |
| F Jan 29 | Fee payment deadline for Winter Term fees. |
| Feb 14-21 | Reading Week. No lectures. University open (except Family Day). |
| M Feb 15 | Alberta Family Day, University closed. No lectures. |
| F Mar 25 | Good Friday. No Classes. University Closed. |
| W Apr 13 | Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses. |
| Apr 16-27 | Winter Term Final Examinations. |