

Psychology 330: Cognitive Psychology Fall 2017

Meeting Time: [REDACTED]

Location: [REDACTED]

Instructor: Dr. Mallorie Leinenger

Office Hours: [REDACTED]

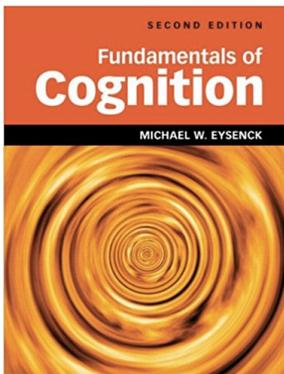
Office: [REDACTED]

Email: [REDACTED]

Course Description: Why do people seem to have such vivid memories of terrible events that have happened to them, but remembering where you left your keys is so difficult? Why does someone saying your name at a loud party grab your attention even if you have no idea what they were talking about before they mentioned you? Why do TSA agents sometimes miss dangerous items when screening luggage even though they have received extensive training? This course explores human cognition and the way we acquire and process information. We will explore these questions and many more as we learn about the current state of cognitive research and theory, and consider the research that brought us to this point. In all topics, we will explore our abilities, from the most mundane to the almost unbelievable, and consider how our cognitive abilities and limitations can be applied to the design of the systems, objects, and technologies with which we interact.

Course Goals: 1) You will gain a better understanding of the major topics and theoretical issues of Cognitive Psychology—after taking this course, you should be able to describe and connect the multitude of processes that allow us to go from our most basic perceptions to elaborate memories and complex communication; covering such topics as: perception, attention, categorization, learning, memory, and language. 2) You will apply what you know about the abilities and limitations of human cognition to evaluate whether the objects/systems/situations with which you interact or encounter have been designed with human cognition in mind. 3) You will practice reading original research and learn to think critically about both the methods used to study cognition and the conclusions that researchers make. 4) You will improve your ability to organize and articulate your ideas both in writing and aloud during class discussions and a final presentation.

Textbook:



Eysenck (2012). Fundamentals of Cognition, 2nd edition

ISBN: 978-1848720718

Publisher: Psychology Press

We will also read several supplementary articles and book excerpts which can either be found through the library or posted on NoteBowl.

Course Website: Course-related materials, including the syllabus, lecture slides, readings, grades, assignments, announcements, etc. will be posted on NoteBowl (NB)—you are expected to check NB frequently for announcements.

Weekly Wraps: Many weeks, I will post a weekly wrap-up exercise on NB that will serve to help you reflect on what we learned during that week. On the weeks that they are assigned, WWs will be posted by the end of the day Thursday and will be due the following Sunday by 11:59pm. These exercises are meant to help you connect newly learned material with prior material, revisit tricky concepts from the week, or to help you think a little more deeply about a topic discussed in class or the readings. They are designed to be completed in less than 1 hour. There will be 9 WW exercises over the course of the semester, but only 8 scores will be factored into your grade (i.e., your lowest score will be dropped).

Reaction Papers: Throughout the course you will write 3 reaction papers, which will be due before the start of class on the day that they are assigned. The reaction papers give you an opportunity to reflect on the material we are reading and discussing in class and to begin applying what you are learning to real life situations. Reaction paper prompts with more information about expectations for each paper will be posted on NB.

Exams: There will be two preliminary exams and one final exam. All exams will be based on material from the textbook, assigned articles/chapters, material from lectures, and class discussions. The preliminary exams will not be cumulative, although later information in the course does build on earlier information. Your final exam will cover content from the entire course. The preliminary exams will consist of a mixture of short answer and essay questions. The format of the final exam will be discussed in detail later in the course.

Final Paper: Your final paper will be due by Friday (12/1) at 11:59pm. This paper will provide you with an opportunity to apply what you've learned about human cognition to a real-life situation or problem. You will receive more details regarding the final paper in the second half of the semester. 5% of your final paper grade will be earned by submitting a paper proposal by November 9.

Final Presentation: During the last two classes, everyone will have the opportunity to give a brief presentation of their final paper. We'll talk more about this final presentation when we discuss your final paper during the middle of the semester.

Grading Breakdown:

Weekly wraps (8 @ 1% each)	8%
Reaction Papers (3 @ 4%)	12%
Exam 1	20%
Exam 2	20%
Final Exam	20%
Final Paper	15%
Final Presentation	5%

≥ 98%	A+	80-81%	B-	62-67%	D
92-97%	A	78-79%	C+	60-61	D-
90-91%	A-	72-77%	C	< 60%	F
88-89%	B+	70-71%	C-		
82-87%	B	68-69%	D+		

Attendance and Class Expectations: Your presence in class is expected. The reason for this is twofold: your presence benefits you, and it benefits the rest of us. If you are not in class, you will miss important information and important insights and perspectives gained from lectures, activities, and discussions. Also, if you are not in class the rest of us miss out on hearing your opinions and unique perspective during discussion. However, just being physically present is not enough. Active engagement in class is critical to your success—asking questions, participating in demonstrations, and contributing to discussions are all important. If you are absent due to an illness or emergency, send me an email as soon as possible (preferably before the class that you will miss) so that we can discuss the best way for you to get caught up on material that you miss. If the absence is for a university activity, you should notify me prior to your absence so we can plan accordingly. Attendance for the final presentations is required.

Late / Missing Work: The Weekly Wraps must be completed by the day and time specified for each assignment. No credit will be given if these are submitted late (your lowest WW score will be dropped, so you can miss 1 without penalty). Reaction Papers and Final Papers that are submitted late will lose a full letter grade (10%) each day. After five days past due, the paper will not be accepted. If the final presentation is missed for a documented emergency, the student can record themselves giving the presentation and post it to NB so that they can still share with the rest of the class. There are no make-up preliminary exams. If you miss one of the preliminary exams due to a legitimate conflict, contact me in advance to arrange an alternate time to take the exam early. If you miss a preliminary exam due to illness or a confirmed emergency, it is your responsibility to contact me as soon as possible so we can discuss the situation. If the absence from the preliminary exam is appropriate, the grade for the missing exam will be replaced by the average of the other exams. Please note that this option can only be used once during the semester. An absence from the final exam will be handled on a case-by-case basis – but only if the absence is warranted (e.g., hospitalization).

University Policies:

Students with Disabilities or Special Needs: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Resource Center (ARC) in 020 Higley to verify the need for reasonable accommodations based on the documentation on file in that office.

Academic Integrity: Proposed and developed by Denison students, passed unanimously by DCGA and Denison’s faculty, the Code of Academic Integrity requires that instructors

notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. *For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.*

Appropriate Use of Course Materials: As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

The Writing Center: The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday, can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours.

Academic Support for Students who use English as a Second Language: In addition to the academic support services available to all Denison students, students who use English as a second (or third, etc.) language, can meet with Denison's Coordinator of Multilingual Learning, Dr. Lori Randall. Lori offers a variety of support for L2 students, from consulting with you about your written work to helping you devise strategies for developing and effectively using your listening, speaking, reading, and writing skills in English. You can use the link below to schedule a half-hour appointment with Lori:
<http://tinyurl.com/gqkd6ce>

Assigned Articles & Book Excerpts:

1. Dror, I. E., Charlton, D., & Péron, A. E. (2006). Contextual information renders experts vulnerable to making erroneous identifications. *Forensic Science International*, 156, 74-78.
2. Ashcraft, M. H. & Klein, R. (2006). Attention. *Cognition*. (pp.123-143). Pearson.
3. Drew, T., Vo, M. L. –H., & Wolfe, J. M. (2013). The invisible gorilla strikes again: Sustained inattentive blindness in expert observers. *Psychological Science*, 24, 1848-1853.
4. Strayer, D., Drews, F., & Crouch, D. (2006). A comparison of the cell phone driver and the drunk driver. *Human Factors*, 48, 381-391.
5. Casey, S. (1998). Never Cry Wolf. *Set Phasers on Stun*. (pp. 89-91) Santa Barbara, CA: Aegean Publishing Company.
6. Casey, S. (1998). The Peppermint Twist. *Set Phasers on Stun*. (pp. 212-219) Santa Barbara, CA: Aegean Publishing Company.
7. Guenther, R. K. (1998). Memory. *Human Cognition*. (pp.112-156). Pearson.
8. Roediger, H. & Karpicke, J. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17, 249-255.
9. Chrobak, Q. & Zaragoza, M. (2008). Inventing stories: Forcing witnesses to fabricate entire fictitious events leads to freely reported false memories. *Psychonomic Bulletin & Review*, 15, 1190-1195.
10. Loftus, E. (2003). Make-believe memories. *American Psychologist*, 58, 867-873.
11. Wixted, J. T., et al., (2015). Initial eyewitness confidence reliably predicts eyewitness identification accuracy. *American Psychologist*, 70, 515-562.
12. Hsu, S. S. (2013). Police chiefs lead effort to prevent wrongful convictions by altering investigative practices. *The Washington Post*.
13. Norman, D. (2013). *The Design of Everyday Things*. New York, NY: Basic Books. (selected excerpts)
14. Casey, S. (1998). Set Phasers on Stun. *Set Phasers on Stun*. (pp. 13-22) Santa Barbara, CA: Aegean Publishing Company.
15. Casey, S. (1998). In Search of the Lost Cord. *Set Phasers on Stun*. (pp. 177-180) Santa Barbara, CA: Aegean Publishing Company.
16. Fausey, C. M. & Boroditsky, L. (2011). Who dunnit? Cross-linguistic differences in eyewitness memory. *Psychonomic Bulletin & Review*, 18, 150-157.
17. Boroditsky, L. (2010, July 24). Lost in Translation. *The Wall Street Journal*.

Schedule:

	Date	Tuesday	Thursday	Dues this week
Week 1	8.29.17 8.31.17	<i>Introduction to the study of cognition</i>	<i>Introduction to the study of cognition</i> Ch. 1	
Week 2	9.5.17 9.7.17	<i>Visual Perception: Basics</i> Ch. 2, pp. 30-41	<i>Visual Perception: Recognition</i> Ch. 2, pp. 41-53 [1]	WW1 – SUN
Week 3	9.12.17 9.14.17	<i>Visual Perception: Ambiguity, Illusions, and Imagery</i> Ch. 2, pp. 53-66, 71-75	<i>Auditory Perception</i> Ch. 2, pp. 75-81	WW2 – SUN
Week 4	9.19.17 9.21.17	<i>Attention: Capture</i> [2]	<i>Attention: Selectivity and limitations</i> Ch. 3, pp.82-95 Ch. 2, pp. 66-71 [3]	WW3 – SUN
Week 5	9.26.17 9.28.17	<i>Attention: Visual Search & Multitasking</i> Ch. 3, pp.96-107 [4]	<i>Applying Knowledge of Cognitive Limitations</i> [5] [6] [RP1]	WW4 – SUN RP1– THURS
Week 6	10.3.17 10.5.17	Exam 1	<i>Memory: STM & WM</i> Ch. 4	WW5 – SUN Exam 1 – TUES
Week 7	10.10.17 10.12.17	<i>Memory: LTM Encoding & Learning</i> Ch. 5, pp.142-154 [7] pp. 274-284, 290-292 [8]	<i>Memory: Types of LTM</i> Ch. 5, pp. 154-169 [RP2]	WW6 – SUN RP2 – THURS
Week 8	10.17.17 10.19.17	FALL BREAK	<i>Memory: Forgetting & Memory Errors</i> Ch. 5, pp. 169-179 [7] pp.294-298, 300-302 [9]	
Week 9	10.24.17 10.26.17	<i>Memory: Flashbulb & Prospective</i> Ch. 6, pp. 186-191, 199-205	<i>Memory: Eye Witness Memory</i> Ch. 6, pp. 192-199 [10] [11] [12] [RP3]	WW7 – SUN RP3 – THURS
Week 10	10.31.17 11.2.17	<i>Organization of Information in Memory</i> Ch. 7	<i>Organization of Information in Memory</i>	WW8 – SUN
Week 11	11.7.17 11.9.17	Exam 2	No Class [Paper proposals due]	WW9 – SUN Exam 2 – TUES Proposal – THURS
Week 12	11.14.17 11.16.17	<i>Applied Cognition</i> [13] [14] [15]	<i>Applied Cognition</i>	

I reserve the right to alter this syllabus to promote student learning.

Thanksgiving Break				
Week 13	11.28.17 11.30.17	<i>Language: Biology v. Environment</i>	<i>Language: Comprehension</i> Ch. 8	Final Paper Due Fri @11:59pm
Week 14	12.5.17 12.7.17	<i>Language: Top-down Influences on Cognition</i> [16] [17]	Final Presentations	
Week 15	12.12.17 12.14.17	Final Presentations	Final Exam 6:30-8:30pm	