

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

Cognitive psychology is concerned with mental processes such as vision, attention, memory, and problem solving. One appeal of cognitive psychology is that one need not completely understand the underlying "hardware" (i.e. the brain) in order to characterize the phenomena under investigation. Of course, it helps to be able to know how the brain helps (or hurts) to accomplish the mental operations in which you are interested. In this course, we will take a decidedly "cognitive neuroscience" approach to the topic of cognitive psychology. This course will provide a survey of topics in cognitive psychology. We will frequently discuss topics in the context of historically important experiments. We will also discuss topics in the context of the underlying neural (brain) processes.

Prerequisites

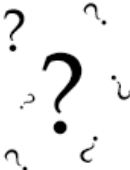
PSYCH 307 & 309 & 310

OR

NEURO 205

(Note that these two sets of prereqs are not equivalent. Neuro majors, it will be helpful if you have some background in stats and research methods. Psych majors, I have no idea why you'd need "psych testing" for this class, but I don't make those rules.)

Materials

Item	Price (new)	Price (used)
 <u>COGNITION 6E</u> - Required by ASHCRAFT, M	234.00	175.50

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%

B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

1. Cognitive processes of perception, memory, language, etc.

Students will recognize and understand the cognitive processes of perception, memory, language, reasoning, and problem solving.

Measurement: This will be assessed on multiple choice and essay quizzes and exams.

2. Application of cognitive psychology

Students will assess and develop ways to apply the principles of cognitive psychology.

Measurement: This will be assessed with a design proposal that implements the principles of cognitive psychology.

Grading Policy

Your grade will be calculated on the number of points you earn from examinations, quizzes, and assignments divided by the total number of points possible. A general rule of thumb for undergraduate college courses is "2-3 hours of study out of class for every hour in class". A 'C' is an acceptable grade and a 'B' a good grade, while an 'A' represents an outstanding level of accomplishment even in comparison with peers who are often excellent students. We will award grades of C-, D, UW, or E only after individual consideration concerning whether the student's performance in the course merits such a grade.

Participation Policy

I expect that you will read the material, as listed in the course schedule, *prior to class*. This is expected so you will better understand the topic and in order for us to have more productive discussions in class. This will also help you better understand and retain the material. I will post the lecture slides on Learning Suite at least one day before each class to give you time to download the slides and bring them to class.

Attendance Policy

Attendance is required as we will be dealing with issues and examples not necessarily covered in the text. I will learn your names and expect you will answer questions and offer comments on the material. If you miss class, please (a) speak to the TA or me and obtain notes from at least one trusted classmate, (b) check Learning Suite for any newly posted material, and (c) attend office hours for additional clarification when needed.

Late Work Policy

Due dates/times for all assignments are listed on Learning Suite. Late assignments will be graded for reduced points according to the table below. As you can see, assignments turned in a couple of hours late will be graded for nearly full points. After a day or so, though, the max points possible drops off dramatically. Assignments more than 3 days late will be graded for half points. If there are extenuating circumstances, please let us know and we will consider exceptions to this policy.

Hrs Late	Max Score
1	0.99
2	0.98
3	0.98

4	0.98
5	0.98
6	0.98
7	0.97
8	0.97
9	0.97
10	0.97
11	0.96
12	0.96
13	0.95
14	0.95
15	0.95
16	0.94
17	0.93
18	0.93
19	0.92
20	0.92
21	0.91
22	0.90
23	0.89
24	0.88
25	0.88
26	0.87
27	0.86
28	0.85
29	0.83
30	0.82
31	0.81
32	0.80
33	0.79
34	0.77
35	0.76
36	0.75
37	0.74
38	0.73

39	0.71
40	0.70
41	0.69
42	0.68
43	0.67
44	0.66
45	0.64
46	0.63
47	0.62
48	0.62
49	0.61
50	0.60
51	0.59
52	0.58
53	0.58
54	0.57
55	0.57
56	0.56
57	0.55
58	0.55
59	0.55
60	0.54
61	0.54
62	0.53
63	0.53
64	0.53
65	0.53
66	0.52
67	0.52
68	0.52
69	0.52
70	0.52
71	0.51
72	0.51
>72	0.50

Study Guides

Quizzes and exams will be based on the assigned readings (both from the text and supplemental readings posted to Learning Suite) and in-class discussion. I provide copies of my lecture slides to supplement your notes and the reading assignments are thoughtfully considered. Consequently, I will not provide an additional study guide on top of these resources. You are, of course, free to create your own study guide or you may be able to prevail upon your TA to create a study guide for you (I leave that up to him/her).

Electronics Use Policy

Part of the [BYU Honor Code \(http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/HonorCode.php\)](http://saas.byu.edu/catalog/2011-2012ucat/GeneralInfo/HonorCode.php) is to respect others. One simple way to show respect to your classmates and instructor is to refrain from using electronic devices in inappropriate and distracting ways in class. Surfing the Internet in class is disruptive for students sitting around you. Texting in class is disruptive for your instructor, who takes it as a sign that you have mentally checked out of class and considers it the height of rudeness. I welcome the use of electronics in class to help you take notes or augment our discussion (e.g., looking up relevant information on Wikipedia). I will however ban the use of electronics in class if they are used inappropriately.

Make-up Policy

Part of the reason for allowing you to drop a quiz score is to make allowance for missed quizzes. As such, if you miss a quiz it will count as the one that you drop. Since missing more than 2 will negatively impact your grade, you probably don't want to do that.

As you will see, the dates of the exams are listed on the schedule. If, you miss, forget, or otherwise fail to take an exam – do not email me or the TA asking, “What can I do for you?”. My answer is I am sorry but you cannot take the exam.

Some excuses that are often provided – but are not acceptable.

- I was planning on taking the test on such-and-such a day – but became sick/ill thus I did not take the exam.
- I was traveling or otherwise out of town and missed the exam.
- Weddings, family reunions, etc. are not excuses for missing quizzes or exams.
- As per University policy, early flights home during finals week are not acceptable excuses for taking the exam at a different time.

IF YOU KNOW OF A CONFLICT REGARDING AN EXAM LET ME KNOW BEFORE THE EXAM BEGINS – THEN ARRANGEMENTS CAN BE MADE.

Readings

The readings will be assigned from the text and may be supplemented by pdf's and links posted to Learning Suite. All assigned readings should be completed before the class for which they are assigned. I will prepare my lectures with the assumption that everyone has already read the relevant material. This will allow you to come prepared to ask questions and answer my questions in class.

Assignments

Assignment Description

Quiz 1

Sep
15

Due: Friday, Sep 15 at 11:59 pm

Weekly in-class quizzes.

Quiz 2

Sep
22

Due: Friday, Sep 22 at 11:59 pm

Weekly in-class quizzes.

Quiz 3

Sep
29

Due: Friday, Sep 29 at 11:59 pm

Weekly in-class quizzes.

Quiz 4

Oct
06

Due: Friday, Oct 06 at 11:59 pm

Weekly in-class quizzes.

Quiz 5

Oct
13

Due: Friday, Oct 13 at 11:59 pm

Weekly in-class quizzes.

Midterm MC

Oct
20

Due: Friday, Oct 20 at 11:59 pm

The midterm will consist of 75 multiple-choice questions and two essay questions. Potential essay questions will be distributed in advance of the exam. Please come to the exam with a blue book for writing your essay responses.

Midterm Essay1

Oct
20

Due: Friday, Oct 20 at 11:59 pm

The midterm will consist of 75 multiple-choice questions and two essay questions. Potential essay questions will be distributed in advance of the exam. Please come to the exam with a blue book for writing your essay responses.

Midterm Essay2

Oct
20

Due: Friday, Oct 20 at 11:59 pm

The midterm will consist of 75 multiple-choice questions and two essay questions. Potential essay questions will be distributed in advance of the exam. Please come to the exam with a blue book for writing your essay responses.

Quiz 6

Oct
27

Due: Friday, Oct 27 at 11:59 pm

Weekly in-class quizzes.

Problem identification

Oct
30

Due: Monday, Oct 30 at 11:59 pm

A short (1-2pp) description of the problem in terms of cognitive psychology principles. You must have your problem identification approved by the instructor/TA before completing the rest of the project.

Quiz 7

Nov
03

Due: Friday, Nov 03 at 11:59 pm

Weekly in-class quizzes.

Quiz 8

Nov
17

Due: Friday, Nov 17 at 11:59 pm

Weekly in-class quizzes.

Quiz 9

Nov
20

Due: Monday, Nov 20 at 11:59 pm

Weekly in-class quizzes.

Proposed solution

Nov
20

Due: Monday, Nov 20 at 11:59 pm

A short textual description of your proposed solution. Re-iterate (or refine) your problem here, too.

Quiz 10

Dec
01

Due: Friday, Dec 01 at 11:59 pm

Weekly in-class quizzes.

Quiz 11

Dec
08

Due: Friday, Dec 08 at 11:59 pm

Weekly in-class quizzes.

Final project

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Identify a real-world problem and create a solution using cognitive psychology principles.

Final Exam

Dec

Due: Monday, Dec 18 at 11:59 pm

The Final Exam will consist of 100 multiple-choice questions (no essays).

Schedule

Date	Topic	Reading	Assignments
Week 1			
W Sep 06 Wednesday	Introduction	Ch 1	
F Sep 08 Friday	The Cognitive Approach		
Week 2			
M Sep 11 Monday	Historical Antecedents		
W Sep 13 Wednesday	Historical Antecedents		
F Sep 15 Friday	Historical Antecedents		Quiz 1
Week 3			
M Sep 18 Monday	Methods of Cognitive Psych and Cognitive Neuroscience	Ch 2	
W Sep 20 Wednesday	Methods of Cognitive Psych and Cognitive Neuroscience		
F Sep 22 Friday	Methods of Cognitive Psych and Cognitive Neuroscience		Quiz 2
Week 4			
M Sep 25 Monday	Vision	Ch 3	
W Sep 27 Wednesday	Vision		
F Sep 29 Friday	Vision		Quiz 3
Week 5			
M Oct 02 Monday	Attention	Ch 4	
W Oct 04 Wednesday	Attention		

F Oct 06 Friday	Sensory Memory & Primary Memory		Quiz 4
Week 6			
M Oct 09 Monday	Primary Memory	Ch 5	
W Oct 11 Wednesday	Memory: Encoding & Retrieval		
F Oct 13 Friday	Memory: Encoding & Retrieval	Ch 6	Quiz 5
Week 7			
M Oct 16 Monday	Memory: Encoding & Retrieval		
W Oct 18 Wednesday	Memory: Encoding & Retrieval		Midterm MC Opens
F Oct 20 Friday	No class		Midterm MC Closes Midterm Essay1 Midterm Essay2
Week 8			
M Oct 23 Monday	Multiple memory systems		
W Oct 25 Wednesday	multiple memory systems		
F Oct 27 Friday	multiple memory systems		Quiz 6
Week 9			
M Oct 30 Monday	Semantic Memory	Ch 7	Problem identification
W Nov 01 Wednesday	Semantic Memory		
F Nov 03 Friday	Memory Failures	Ch 8	Quiz 7
Week 10			
M Nov 06 Monday	Language	Ch 9	
W Nov 08 Wednesday	Language		

F Nov 10 Friday	Reading	Ch 10 (only sections 10.1 and 10.2) RaynerPsychBull98.pdf Download (Read pages 372-383.)	
Week 11			
M Nov 13 Monday	No class		
W Nov 15 Wednesday	Reading*		
F Nov 17 Friday	Reasoning	Ch 11	Quiz 8
Week 12			
M Nov 20 Monday	Reasoning		Quiz 9 Proposed solution
T Nov 21 Tuesday	Friday Instruction NO CLASS		
W Nov 22 Wednesday	No Classes		
Th Nov 23 Thursday	Thanksgiving		
F Nov 24 Friday	Thanksgiving Holiday		
Week 13			
M Nov 27 Monday	Decision Making	[insert additional decision making reading here]	
W Nov 29 Wednesday	Decision Making		
F Dec 01 Friday	Decision Making		Quiz 10
Week 14			
M Dec 04 Monday	Problem Solving	Ch 12	
W Dec 06 Wednesday	Problem Solving		
F Dec 08 Friday	Problem Solving		Quiz 11
Week 15			
M Dec 11 Monday	Presentations		
W Dec 13 Wednesday	Presentations		
Th Dec 14 Thursday			Final project
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		
Week 16			

M Dec 18 Monday	Final Exam: 130 MARB 7:00am - 10:00am	Final Exam
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University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010