

# Loyola University Maryland- Fall 2018

# PY222 COGNITIVE PSYCHOLOGY

Instructor:Amanda Woodward, M.S.

## Office: TBD

Class Time:Mondays 4:30pm – 7:00pm (Beatty Hall Room 11)

Email: [amwoodward@loyola.edu](mailto:amwoodward@loyola.edu)

Office Hours: Mondays, 3:30pm- 4:30pm or by appointment

## Course Description:

Reviews various theories of cognitive psychology including memory, information processing, and artificial intelligence. Focuses on human information processing as it is related to memory, concept formation, problem solving, and other complex processes, as well as the influences of conscious and unconscious information on behavior. Primarily, psychological theories are discussed; however, brain/behavior relations are also covered, especially as related to brain injury, amnesia, and dementia. Practical and clinical applications are discussed.

Prerequisite:PY101

## Required Text:

Reisberg, D. (2016). *Cognition: Exploring the science of the mind (6th ed.)* Norton: NY.

Articles Posted on Moodle

## Course Objectives:

Cognitive psychology is the study of processes, like attention, perception, memory, and learning, which allow us to perceive and interact with the world around us. While learning about these topics, we should accomplish the following learning aims. I am happy to meet with you during office hours or by appointment to discuss topics related to the course or professional development.

## University Learning Aims:

Intellectual Excellence: Understand the relationships between cognitive psychology and other psychology domains, as well its applications and connections to the field of education and everyday life.

Critical Thinking: Ability to evaluate claims about cognition based on documentation, plausibility, and logical coherence. Ability to find and assess data about a given topic using general repositories of information.

Eloquentia Perfecta: Use speech and writing effectively, logically, gracefully, persuasively, and responsibly.

## Learning Aims of the Psychology Major:

Knowledge of Cognitive Psychology Theory and Content: Demonstrate knowledge of major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.

Research Methods in Cognitive Psychology: Understand and apply research methods in cognitive psychology.

Communication Skills in Cognitive Psychology: Learn the skills to communicate effectively specific to the discipline of cognitive psychology.

Core Values in Psychology: Students will be able to weigh evidence, think critically, and recognize the complexity of the individual.

## Learning Aims of the Course:

Understand and describe cognitive processes: Students should understand the basic processes of attention, perception, memory, and judgment and decision-making.

Apply cognitive processes to behavior: Students should be able to see behavior and understand the cognitive processes underlying it.

Appreciate differences in cognitive processes: Students should understand what W.E.I.R.D. populations are, and how cognitive processes may differ between cultures.

## Course Requirements:

In this course, you will complete two exams, five quizzes, a paper, and a cumulative final exam. Your final grade will consist of the following:

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| **Assignment** | **Percentage of Final Grade** |
| Exam 1 | 22.5% |
| Exam 2 | 22.5% |
| Final Paper | 15% |
| Quiz 1 | 2% |
| Quiz 2 | 2% |
| Quiz 3 | 2% |
| Quiz 4 | 2% |
| Quiz 5 | 2% |
| Final Exam | 25% |
| Participation | 5% |

Final grades will be rounded to the nearest tenth of a decimal point (a 85.34 will

round to 85.3). Please track your progress through the course, and contact me if you

are having any issues.

Exams (25%): Exams are designed to test your knowledge of the topics as well as

your ability to apply the material. Questions will range from multiple choice to short

answer questions.

Quizzes (2%):We will have a low stakes, quiz about every other week. These

quizzes are designed to take approximately 10-minutes, and are meant to provide

you with an opportunity to assess your knowledge.

Paper (15%):A final paper will be assigned to all students. It must be written in

APA format and contain appropriate citations. For this paper, students will have the

following options (more information will be provided on Moodle). Papers should be

8-10 pages, double spaced.

### Option 1: Building a Robot:

You are working with a group of scientists to make a robot that is as close to human as possible. In your paper, describe one cognitive process you would want the robot to have and why you chose this process. Then, summarize the theories behind how this process works. Choose one of the theories to use when programming your robot (you do not need to explain how to program it- just why you chose that theory). Finally, provide information for others to trouble shoot the robot (provide a description of behaviors that would indicate the process was not optimally functioning)

### Option 2: Cross Cultural Cognitive Psychology

Western, Educated, Industrialized, Rich, Democratic societies have often

been the focus of psychology research. For your paper, choose a cognitive process we have learned about, provide a description of it, and summarize any current theories regarding how it works. Explain whether or not you think the process will differ across cultures, and provide an explanation of why. Then, summarize any findings concerning this process in other cultures, and articulate what (if any) changes exist. Identify an open question and explain how you would go about testing it.

Final (25%):The final exam will be cumulative, and similar in structure to the

other exams.

Participation (5%): It is expected that all students will come to class ready to

engage in the assigned material and participate in discussion. Assigned articles

should be read before class.

## Extra Credit:

Oral Presentation (1-3%): Students can choose to create a 5-minute presentation on a current research article related to any topic of cognition. All papers must be submitted to and approved by me before the presentation. After approval, the student and I will establish a presentation date.

## Grading Policy:

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| **A** | 93.0 - 100% |
| **A-** | 90.0 - 92.9% |
| **B+** | 87.0 - 89.9% |
| **B** | 83.0 - 86.9% |
| **B-** | 80.0 - 82.9% |
| **C+** | 77.0 - 79.9% |
| **C** | 73.0 – 76.9% |
| **C-** | 70.0 - 72.9% |
| **D+** | 67.0 – 69.9% |
| **D** | 63.0 – 66.9% |
| **F** | Below 63% |

## Test/Assignment Make-up Policy:

The following policy has been adopted by the psychology department and refers to all tests and announced assignments, (e.g., papers, research proposals, oral presentations, and projects). Not included in this policy are tests taken ahead of time (through arrangement with the professor) and unannounced quizzes. In all instances of tests taken before or after their scheduled administration, it should be noted that professors maintain the right to substitute tests different from those administered to the rest of the class.

**There will be** **no make-ups or extensions without penalty**, except in instances such as the following:

* hospitalization or illnesses whose symptomatology has been documented and judged by your professor as preventing sufficient test preparation or your ability to sit for a test;
* a death or serious illness in the family; or
* court appearances

Documentation must be provided by health officials (e.g. a physician or member of the student center health staff) in the case of illness; an immediate family member in the case of a death or serious illness in the family; and official paperwork in the case of court dates. Students failing to produce such documentation will be penalized one full letter grade. **In all cases, the decision to allow a student to make up a test or assignment, as well as the time period for any extension if granted, is left to the discretion of the professor.**

## Students with Disabilities:

To request academic accommodations due to a disability, please contact the Disability Support Services Office at 410/617-2062. If you have a letter from Disability Support Services or the Center for Academic Support Services indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations that you might need in this class.

## Student Athletes:

If you are a student athlete, please provide me with your travel and game schedule indicating when you will need to miss class to participate in athletic events. While travel for athletics is an excused absence, you will need to make up any missed work.

## Technology Policies:

The use of laptops, tablets and cell phones impair learning. For this reason, these electronic devices are not to be used during class, unless indicated by the instructor. If you have documented accommodations for laptop use, please let me know.

## Behavior Policies:

This class will involve lectures, discussions, and small group work. Students should feel free to express their thoughts and opinions in a respectful manner. I expect that all members of this class will treat each other respectfully and act professionally (see statement of professional behavior below). If you feel that this is not occurring, please feel free to speak with me.

## Honor Code:

Students are expected to understand and follow the academic ideals detailed in the Loyola Honor Code. Violations of the Honor Code fall into several categories, including cheating, stealing, lying, forgery, duplicate submissions, plagiarism, and failing to report an honor code violation. Ignorance of the Honor Code is not a valid reason for committing an act of academic dishonesty. If you are unfamiliar with the honor code, please see the following link: <https://www.loyola.edu/academics/honor-code>.

Plagiarism is a charge that is often misunderstood. Plagiarism occurs any time that someone uses the ideas or words of another person and presents them as their own, without giving credit to the original person. Examples of plagiarism include, but are not limited to: 1) using a quote from a scientific article without citing the authors, 2) summarizing the ideas from an article without giving credit to the author, 3) copying text from a website and changing the wording without proper citation. Students should use the APA Publication Manual to cite references in any submitted work.

## Statement of Professional Behavior:

In the spirit of *cura personalis*, faculty and staff in the Department of Psychology are committed to the education of competent and conscientious undergraduate students who after graduation will continue on to be young professionals or graduate students, active community members and generally solid citizens. As such, we are interested in your holistic development as a student and, more importantly, as a person. This focus is consistent with undergraduate education for our Jesuit Catholic institution of Loyola University Maryland as a whole.

Also, even though you are an undergraduate student, many in the public will identify you as a young professional in the field of psychology. Hence, we require that our undergraduate students act in a manner consistent with the privilege of being emerging representatives of the field of psychology. We expect our undergraduate students to behave in the classroom and in other educational settings, such as professional talks or workshops, in a way that helps to create a learning environment that promotes the education and growth of all involved. This would include, but is not limited to, behavior that reduces distraction, promotes respectful and productive discussion, civility, and provides an environment of acceptance and openness to the educational process involved. In addition the following recommendations are made (*note the material in italics below, that is a requirement for this course*):

\* Be respectful of the learning environment and the educational experiences of others. If you arrive after the class or meeting has started, enter in as non-disruptive and quiet manner as possible. Do not leave the class or professional presentation/meeting once seated unless necessary so as not to disrupt the instructor or your classmates. Wait until the instructor indicates that the class meeting is over before starting to pack your books and other materials.

\* Arrive on time for class, professional meetings, workshops, etc. Submit class assignments (homework, papers, take-home assignments, etc.) on time. If due to unforeseen circumstances you will be late attending class or with an assignment, or will miss a class altogether, notify all relevant parties as soon as possible.

\* Turn your cell phone to “off” or on “vibrate” while attending class or professional meetings or workshops.

\* Abstain from inappropriate use of computers (e.g., text messaging, e-mailing, taking pictures) or other electronic devices (e.g., cell phones, PDAs) during class or professional meetings or workshops. *Note that texting and surfing during class are not allowed. A student found texting or surfing will be warned* ***one time*** *to put the device away. If the student texts or surfs again in the same class, or at any time in a future class, the student will be asked to forfeit the electronic device to the instructor immediately, to be returned after class. If the student refuses to forfeit the device, s/he will be asked to leave the classroom immediately, and return only when able to abide by this statement, out of respect for her/his colleagues and instructor.*

\* Be mindful and respectful of the privacy and feelings of others (e.g., do not make light of personal information disclosed by another during a class or to others after class).

\* Be judicious when disclosing information about oneself in a public domain (e.g., posting information on personal websites such as My Space, Facebook). In addition, refrain from posting unprofessional statements or pictures that may be viewed by supervisors, instructors, other students, etc.

## Diversity Statement:

The Psychology Department’s commitment to diversity aims to advance social equality, empower individuals to explore and appreciate their unique attributes and life experiences, challenge stereotypes, promote critical thinking skills, prepare individuals to practice psychology in a diverse society, and enrich the experiences of those in the academic community. Loyola’s Department of Psychology values diversity and strives to create a community enhanced by the rich experiences and diverse perspectives of its members. In accord with the vision and values of the Jesuit mission and the codes of ethical conduct for the American Psychological Association and the American Counseling Association, the Psychology Department recognizes the inherent value and dignity of each person and actively promotes an awareness of, sensitivity to, and representation of diversity, including, but not limited to, differences of age, sex, gender identity, race, ethnicity, national and regional origin, sexual orientation, religion and spirituality, disabilities, and socioeconomic status among students, faculty, administrators, and staff.

Our commitment to diversity necessitates that we create a community that encourages the expression of diverse perspectives, supports learning and work that is free from discrimination and harassment, promotes inclusion and respect, and regularly evaluates progress toward meeting diversity goals.

Efforts to create and maintain such a community will focus on these five goals:

1. Recruiting, selecting, and retaining diverse faculty, students, and staff.
2. Creating a departmental culture characterized by sensitivity to and support of diversity issues and diverse community members.
3. Including diversity issues in the curriculum at all levels of instruction. In line with university diversity requirements, the department will aim to expose students to diversity issues to engender awareness and sensitivity that they can use both in their academic and professional endeavors and in their own lives to be active agents of change in their communities.
4. Maintaining awareness of and active participation in University-wide diversity efforts, including policies and activities designed to promote inclusion and achieve diversity at all levels.
5. Promoting the involvement of department faculty, staff, and students in partnering with diverse populations in the Baltimore-DC area through Loyola programs and other community institutions.

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| **Date** | **Topic** | **Assignment** |
| 9/10 | Class Introductions /Research in Cognitive Psychology | Chapter 1  Henrich et al., 2010 |
| 9/17 | The Neural Basis of Cognition | Chapter 2  **Quiz 1** |
| 9/24 | Perception | Chapters 3 & 4  Intraub & Richardson, 1989 |
| 10/1 | Attention | Chapter 5  Strayer & Drews, 2007  **Quiz 2** |
| 10/8 | **Exam 1** | |
| 10/15 | Acquiring Memory and Working Memory | Chapter 6  Stegner et al., 2011 |
| 10/22 | Encoding, Retrieval | Chapter 7  Squire & Zola, 1998  **Quiz 3** |
| 10/29 | Memory Errors | Chapter 8  Loftus & Pickerel, 1995 |
| 11/5 | **Exam 2** | |
| 11/12 | Concepts, Knowledge and Visual knowledge | Chapters 9 and 11  Connolly et al., 2007 |
| 11/19 | Language | Chapter 10  Corkin, 2002  **Quiz 4** |
| 11/26 | Judgment and Reasoning | Chapter 12  Tversky & Kahneman, 1974 |
| 12/3 | Problem solving | Chapter 13  Chein, 2010  **Quiz 5** |
| 12/10 | Conscious and Unconscious Thought | Chapter 14  **Final Paper Due** |
| **Final Exam (cumulative)**  **Friday, December 14th @ 1:00pm** | | |