**Memory and Cognition**

Psychology 370, Fall 2018, Block 4

Instructor: Dr. Steven Neese

Office/Hours: Law Hall 106D, Mon.1:00-2:00 or by appointment

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**Text:**  Matlin & Farmer, 2016. Cognition, 9th Edition.

**Course Description:** This course provides an overview of classic and current issues in the study of human memory and cognition. We will examine the findings from laboratory research to gain a better understanding of the structure and organization of memory. Topics will include working memory, encoding and retrieval processes, problem solving, attention and reasoning.

**Meeting Times:** 9am-11am on Monday-Friday; 1pm-3pm on Tuesday, Wednesday, and Thursday.

**Educational Priorities and Outcomes:** The components of the course foster the Educational Priorities and Outcomes of Cornell College as follows:

**Learning outcomes - After successfully completing this course, you will be able to:**

1. To learn the basic structures of mental processes, including theories of the functional relationship of the mind in controlling thought, memory and behavior (knowledge).
2. Integrate the role of mental processes within the larger context of psychology by tackling several conversations that engulf the field of cognitive psychology through both text and outside readings and discussion. Such topics include, but are not limited to the theories of working memory and short-term memory, the development of language, and the debate about conscious experience (inquiry, reasoning).
3. Articulate evidence from studies that target memory processes, attention, and insight that can be used to explain aspects of mental processes in daily life (communication).

**Summary Statement:** This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, and communication.

**Absence Policy:** Students are allowed a total of **2 unexcused absences** (2 morning sessions; 1 morning/1 afternoon, etc.). Given the nature of this course, missing even a single day of classwork can put you behind. Please notify me if you are planning on missing a course period and ask another class member to pass on the information you missed. More than 2 unexcused absences will result in your **final grade** being *lowered by 1/3*.

**Tardiness Policy:** Arriving late to class is disruptive to others. Therefore, all students should arrive on time for each class session. Excessive tardiness (>3 times) will result in your **final grade** being *lowered by 1/3*.

**Grading:**

**Exams (3 x 100 points):** There will be 3 exams during the block. Each of the exams will be worth 100 points each and will cover only the sections of reading material and class discussions from that period of the course (see course schedule below). **Make-up exams will be given only for an approved reason and scheduled within 2 days of the actual exam date.**

**Communication Assignments:** One goal of this course is to evaluate the appropriateness of conclusions derived from cognitive psychology and memory research and show an ability to communicate these ideas. This will be done through a writing assignment [that must follow APA style, i.e., title page, citations, reference page (<https://owl.english.purdue.edu/owl/resource/560/01/> ) and the completion of a short video (as a part of the group presentation)]. **All papers must be submitted as a printed, hard copy by 9:00 AM on the due date. No late papers will be accepted.**

1. **Film Critique Paper (80 points):** Each student will write a 4-5 page film critique as detailed in class. Must include at least one reference to the text, at least one reference to the film, and at least 6 research papers (3 of which were published in the last 10 years). Grading criteria is listed in Appendix 1.
2. **Group Film Critique Presentation (40 points):** Each student will be part of a team of 4-5 other students and present their critiques to the class. The presentation must last 8 minutes. You will need to film a teaser trailer (~ under 2 minutes) for your film *highlighting a key memory concept* the film attempts to cover (trailer length will not be included in the total time). Think about utilizing this trailer as a way to "sell" this film to a group of students majoring in psychology. We will talk about the contents of this trailer in detail during several class sessions.

**Class participation (25 points):** I expect all in class to join in discussions to contribute to the class. Numerous opportunities will be available, including the discussion of assigned course materials and discussion articles. You are expected to participate during class both by asking questions and actively listening to others. Try to answer the questions that I pose and ask questions yourself. This grade will be a culmination of attendance, classroom behavior, completion of activities in class, and respectful behavior towards students and instructor.

**The grade scale is:**

93 or above (A) 87-89% (B+) 77-79% (C+) 67-69% (D+) below 60 (F)

90-92% (A-) 83-86% (B) 73-76% (C) 63-66% (D)

80-82% (B-) 70-72% (C-) 60-62% (D-)

Tests: 3 x100 = 300 points

Film Critique = 80 points

Film Critique Presentation = 40 points

Class participation = 25 points

Total = 445 points

**Technology in class:**

1. **Laptop computers:** You may use laptops in class, but for note-taking only. It is not acceptable to be checking your email and surfing the web during class. If this happens you will be asked not to bring your computer to class. If you are easily distracted, bring a notebook and a good pen or pencil!
2. **Cell phones:** Cell phone interruptions are unnecessary, so please ensure that your cell phone does not ring during class. Text messaging during class time is inappropriate, and using the phone as a clock can be disruptive. **We will discuss the cell phone policy in depth on the first day of classes.**

**Cornell College Policies:**

**Academic Honesty expectations:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**Students with disabilities:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

*These guidelines are described in detail to serve as a point of reference should questions arrive. This document serves as a contract between the student and the instructor.*

**Schedule:**

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| **Date** | **Topic/ Reading** | **Assignment Due** |
| M November 26 | Introduction |  |
| T November 27 | Introduction to Cognitive Processes  **Chapter 1** |  |
| W November 28 | Attention and Consciousness  **Chapter 3** | **Library Day** |
| R November 29 | Visual/Auditory Recognition  **Chapter 2** |  |
| F November 30 | Working Memory  **Chapter 4** |  |
| M December 3 | **Exam 1: 9 am** |  |
| T December 4 | Long-Term Memory  **Chapter 5** |  |
| W December 5 | Memory Strategies  **Chapter 6, pages 191-208** |  |
| R December 6 | Mental Imagery/Cognitive Maps  **Chapter 7** |  |
| F December 7 | General Knowledge  **Chapter 8** |  |
| M December 10 | Language I  **Chapter 9, pages 319-352** |  |
| T December 11 | **Exam 2: 9 am** |  |
| W December 12 | Language II  **Chapter 10** |  |
| R December 13 | Problem Solving  **Chapter 11** |  |
| F December 14 | Reasoning/Decisions  **Chapter 12** |  |
| M December 17 | Cognitive Development/Lifespan  **Chapter 13** | **Film Presentation Day** |
| T December 18 | **Final Exam: 9 am** |  |
| W December 19 |  | **Film Critique Paper Due** |

**Appendix 1: Film Critique Paper Scoring Rubric (80 points)**

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| --- | --- | --- |
|  |  | **Possible Score** |
| **Introduction** | Introduction of key theme(s) of film and relationship(s) to cognitive psychology. | 7.5 points |
| **Support & Accuracy** | Statements made parallel critical course-related aspects described in the film. | 10 points |
| **Major Critique** | Discussion of at least one major theme in the film related to an aspect of memory linked to both the text and an article. | 10 points |
| **Minor Critique(s)** | Discussion of at least two secondary theme(s) or event(s) in the film related to a cognitive theory. | 10 points |
| **Additional or Modified Themes or Context** | How might you better represent one of the critical points (major or minor); alternatively, how might you add to the film. Clearly describe what would be needed to be changes and or added. | 10 points |
| **Conclusion** | Review of key points and impact of the film. | 7.5 points |
| **Grammar & Mechanics** | Grammatical errors, spelling and punctuation. | 10 points |
| **Organization and Inclusion of Relevant Articles** | Logical flow; highlights important information from text, articles, and film. | 5 points |
| **Pages** | Body of the text is 4-5 pages. | 5 points |
| **References/Reference Sheet** | Information is cited properly and in APA format. | 5 points |

**Appendix 3: Film Critique Presentation Scoring Rubric (40 points)**

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| **Importance** | Introduce importance of general film theme, central theories and empirical findings in this area, and select citations. | 5 points |
| **Major Critique(s)** | Discussion of at least one major theme in the film related to a cognitive theory (from the text) and an article and how might you better represent this point. | 15 points |
| **Minor Critique(s)** | Discussion of at least one secondary theme or event in the film related to a cognitive theory (from the text) and an article and how might you better represent this point. | 5 points |
| **Conclusion** | Review of key points and impact of the film. | 5 points |
| **Response to Questions**  **/ Speaking Skills/ Presentation Length** | Demonstrates full knowledge of topic; articulate; uses body language effectively; good posture and eye contact; length within +/- 1 minute of goal. | 5 points |
| **Group Cohesion** | Presentation shows good organization and seamless transition between speakers. | 2.5 points |
| **Creativity** | Outside of use of technology simply **be creative.** | 2.5 points |