**Psych 3012**

**Cognitive Psychology**

**Lecture**

Time: Mon, Wed, Fri 10:05-10:55

Place: J.S. Coon 250

Instructor: Hillary Schwarb

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Office Hours: Mondays 9-10 and 11-12 (J.S. Coon) or by appointment (CABI)

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Office Hours: Wednesdays 11-1 or by email

Textbook: Sternberg, R. L., *Cognitive Psychology, 6th edition, Thomson Wadsworth*

**Course Website**

All handouts and lecture slides will be available on <https://t-square.gatech.edu>

**Course Description**

This course is intended to introduce you to cognitive psychology. Major topics include perception, pattern recognition, attention, visual imagery, working memory, implicit and explicit memory, semantic and episodic long term memory, language, skill acquisition, problem solving, and decision making. Focus is on the interaction between theory and data in mainstream cognitive psychology.

**Important dates**

Exam 1: Monday, September 26th in class

Exam 2: Monday, October 31th in class

Exam 3 (Final Exam): Friday, December 16th 11:30-2:20

**Course Exams and Grading**

There will be three exams in this class, one every four or five weeks. They will involve some combination of multiple choice, fill-in the blank, short answer, and essay questions. Please note that Exam 3 will be given during the final exam period. Your grade in the class will be based on test performance (90%) and participation (10%).

Grades will be determined based on the following scale:

90% – 100% = A

80 %– 89% = B

70% – 79% = C

60% – 69% = D

The above grading scheme represents the toughest I will grade. However, the cutoffs for grades might be relaxed depending on the proportion of students achieving each grade. Grades will never be adjusted downward. **Make-up exams will not be given.** If you arrive to the examination after the first person has turned in the exam, you will NOT be permitted to take the exam and NO make-up exam will be given. Exam dates are set.

In class quizzes will be given at the end of each topic covered. In-class quizzes are not scheduled in advance but will be included when the relevant topic has been covered. These quizzes will be collected, but not graded. These quizzes provide you with an opportunity to assess your understanding of the material and completion of these quizzes may also contribute toward your participation grade.

**Extra Credit**

Up to 2.5% extra credit can be earned in this course. Extra credit can be earned in 3 ways:

1. Research Participation: You can earn extra credit by participating in Subject Pool experiments. You will earn 0.5% extra credit for each hour volunteered (5 hours maximum). Sign up for experiments through the Experimentrix website (<https://experimetrix2.com/GATech/>). Note that you will also have to “assign” the hours to this class. I will not be able to perform this action for you and it must be done even if this is your only psychology class.See me outside of class for alternate assignment, if necessary.
2. Research Report: For the second option, you may receive extra credit by reading and writing a report summarizing (using your own words) a journal article in the field of cognitive psychology. Articles from Memory & Cognition, Acta Psychologica, and any of the Journals of Experimental Psychology (except JEP: Applied) published after 2005 will be accepted. The report should be brief, no more than 500 words, and must be acceptable to the instructor, indicating that you read and understood the article. You will earn 0.5% extra credit for each acceptable report submitted. You can submit up to 5 reports. Reports are due by Friday, December 2, 2011.
3. Combination: Receive up to 2.5% extra credit by participating in research and writing reports.

**ADAPTS**

Students who require special accommodations due to disability must provide me with the Georgia Tech ADAPTS accommodation letter. No accommodations will be made without this letter. Students who plan to use the ADAPTS testing facilities for any exam must notify me in writing (email is acceptable) at least one week prior to the date of the exam.

**Courtesy**

Respect and be considerate of others in the class. Please be on time. It should go without saying, but turn off all ringers for cell phones, PDAs, or anything that makes noise before entering the classroom and refrain from talking. Headphones are not permitted. If you disturb the class, you may be asked to leave.

**Academic Honor Code**

**http://www.honor.gatech.edu/**

**Article II: Section 3. Student Responsibilities**

Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct.

The following clarification of academic misconduct is taken from Section XIX Student Code of Conduct, of the Rules and Regulations section of the Georgia Institute of Technology General Catalog: Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records. Such acts include but need not be limited to the following:

* Possessing, using or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
* Substitution for, or unauthorized collaboration with, a Student in the commission of academic requirements;
* Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (plagiarism);
* False claims of performance or work that has been submitted by the claimant;
* Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
* Deliberate falsification of a written or verbal statement of fact to a member of the Faculty so as to obtain unearned academic credit;
* Forgery, alteration or misuse of any Institute document relating to the academic status of the Student.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor. Students must sign the Honor Agreement affirming their commitment to uphold the Academic Honor Code before becoming a part of the Georgia Tech community. The Honor Agreement may reappear on exams and other assignments to remind Students of their responsibilities under the Georgia Institute of Technology Academic Honor Code.

Academic dishonesty will not be tolerated in any fashion. All students are assumed to have read the Georgia Tech’s academic honor code and considered to be bound by it. Violations of the Honor Code are taken very seriously and will result in a failing grade for the course and potentially a referral to the Dean of Students for further action.

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| **Week** | **Class** | **Date** | **Topic** | | **Chapter** |
|  | 1 | 8/22/2011 |  | History and Methodology | 1 |
| 1 | 2 | 8/24/2011 |  | History and Methodology | 2 |
|  | 3 | 8/26/2011 |  | History and Methodology |  |
|  | 4 | 8/29/2011 |  | Perception/Visual System | 3:85-96 |
| 2 | 5 | 8/31/2011 |  | Perception/Visual System | 3: 111-127 |
|  | 6 | 9/2/2011 |  | Pattern Recognition | 3: 96-111 |
|  |  | *9/5/2011* |  | *Labor Day - No Class* |  |
| 3 | 7 | 9/7/2011 |  | Pattern Recognition | 3: 127-132 |
|  | 8 | 9/9/2011 |  | Pattern Recognition | 9: 386-391 |
|  | 9 | 9/12/2011 |  | Attention | 4 |
| 4 | 10 | 9/14/2011 |  | Attention |  |
|  | 11 | 9/16/2011 |  | Attention |  |
|  | 12 | 9/19/2011 |  | Visual Imagery | 5 |
| 5 | 13 | 9/21/2011 |  | Visual Imagery |  |
|  | 14 | 9/23/2011 |  | Visual Imagery |  |
|  | 15 | **9/26/2011** |  | **Exam 1** |  |
| 6 | 16 | 9/28/2011 |  | Working Memory | 5: 186-214 |
|  | 17 | 9/30/2011 |  | Working Memory | 6: 229-246 |
|  | 18 | 10/3/2011 |  | Implicit and Explicit Memory | 5: 214-225 |
| 7 | 19 | 10/5/2011 |  | Implicit and Explicit Memory |  |
|  | 20 | 10/7/2011 |  | Implicit and Explicit Memory |  |
|  | 21 | 10/10/2011 |  | Long Term Memory (Semantic) | 8 |
| 8 | 22 | 10/12/2011 |  | Long Term Memory (Semantic) |  |
|  | 23 | 10/14/2011 |  | Long Term Memory (Semantic) |  |
|  |  | 10/17/2011 |  | *Fall Brea - No Class* |  |
| 9 | 23 | 10/19/2011 |  | Long Term Memory (Episodic) | 6: 246-247 |
|  | 24 | 10/21/2011 |  | Long Term Memory (Episodic) |  |
|  | 25 | 10/24/2011 |  | Long Term Memory (Episodic) |  |
| 10 | 26 | 10/26/2011 |  | Long Term Memory (Episodic) |  |
|  | 27 | 10/28/2011 |  | Long Term Memory (Episodic) |  |
|  | 28 | **10/31/2011** |  | **Exam 2** |  |
| 11 | 29 | 11/2/2011 |  | Language | 9: 360-385 |
|  |  | 11/4/2011 |  | Language | 10 |
|  | 30 | 11/7/2011 |  | Language |  |
| 12 | 31 | 11/9/2011 |  | Language |  |
|  | 32 | 11/11/2011 |  | Language |  |
|  | 33 | 11/14/2011 |  | Skill Acquisition | Rausenbaum |
| 13 | 34 | 11/16/2011 |  | Skill Acquisition |  |
|  | 35 | 11/18/2011 |  | Skill Acquisition |  |
|  | 36 | 11/21/2011 |  | Problem Solving | 11 |
| 14 | 37 | 11/23/2011 |  | Flex Day |  |
|  |  | *11/25/2011* |  | *Thanksgiving Break - No Class* |  |
|  | 38 | 11/28/2011 |  | Problem Solving |  |
| 15 | 39 | 11/30/2011 |  | Problem Solving |  |
|  | 40 | 12/2/2011 |  | Reasoning/Decision Making | 12 |
|  | 41 | 12/5/2011 |  | Reasoning/Decision Making |  |
| 16 | 42 | 12/7/2011 |  | Reasoning/Decision Making |  |
|  | 43 | 12/9/2011 |  | Concluding Remarks |  |
|  |  | **12/16/2011** |  | **Final (Exam 3) 11:30-2:20** |  |