

Cognitive Psychology (PSY 431 A)

Spring 2021

3 Credits

Tuesday/Thursday 11:00-12:15

Location: Eppley Building Rm 210

Course website: <https://blueline.instructure.com/courses/1161833>

Instructor Information:

Professor: Katherine Hazen, MA, JD

Contact: katherinehazen@creighton.edu

Office: Hixson-Lied Science Building 305

Office Hours: Tuesday 9:00 - 10:30; Friday 12:00 – 2:00; or by appointment

About this course:

This is a senior level, substantive course in Cognitive Psychology. Therefore, I expect you to do the readings that are assigned and come to class prepared to engage with me and the material. Tuesdays, we will spend class time reviewing the new material with an emphasis on the difficult concepts and applying the material. On Thursdays, you will work in groups of four (4) or five (5) to work through and discuss empirical articles. As of now, this course is a face-to-face course this semester. Therefore, we will meet normally on Tuesday and Thursday between 11:00-12:15 in Eppley 210. You must sit at least 6-feet apart. Therefore, on the first day of class, please find a seat that is safely distanced from your peers that you are comfortable sitting in all semester! You are also required to wear a mask. I will send anyone who shows up to class without a mask home to get a mask and will be expected to return to class. Please be consciousness about your mask – wear it properly over your nose and under your chin.

In the event we cannot meet in person due to inclement weather or widespread illness, we will continue to meet at the normal times for lectures and the discussion groups on Thursdays in synchronous meetings. The decision about not being in-person will be made by the College of Arts and Sciences or the University based on the risk posed by COVID-19. My back-up plan is intended to provide you with some comfort about what to expect in that event.

Course Description:

This course is a survey of current psychological views of human cognition and information processing including such topics as attention, perception, short-term memory, long-term memory, reasoning, and problem solving. This course will emphasize the theories and methods used to conduct empirical research on human cognition. In this course you will be ask to critically consume popular depictions of cognitive psychology and original research. Further, you will be asked to communicate about research for both expert and novice audiences.

Prerequisite: PSY 201

This course is considered by the university to be an **In-Person Instruction SD100** course. Instructors and students attend synchronous classes on campus in the designated classroom for 100% of course times. Social distancing directives (at least 6 square feet per student) can be met without varying group size, class location or class schedule.

Course Objectives:

1. Students will be able to describe the central issues in cognitive psychology.
2. Students will be able to identify and explain key components of traditional and contemporary theories in cognitive psychology.
3. Students will identify and discuss research designs (e.g., correlational, experimental) used to examine cognition.
4. Students will be able to apply cognitive psychology theories to everyday problems and current events.
5. Students will communicate with lay and expert audiences about cognitive psychology research.

Course Materials:

Textbook:

McBride, D.M., & Cooper Cutting, J. (2018). Cognitive Psychology: Theory, Process, and Methodology. (2nd ed.). Sage Publishing.

You will find additional resources, including quizzes, eLabs, and flashcards on [here](#).

We will use various on-line experiments to demonstrate methods and content throughout the semester. The links are provided within the course webpage.

Research articles:

Each week you will be assigned to read one recent research article before class meetings. In discussion groups, you will be asked to identify the components of the article and to describe how the findings converge/match or diverge/mismatch with the chapter readings that week.

Course website:

All of the course materials and assignments are organized as modules on our Blueline site. Please refer to the site for assignment descriptions and rubrics.

Information Technology Requirement and Assistance:

Please use **Microsoft Office suite** applications for all assignments.

Blueline is where course content, grades, and communication will reside for this course.

The URL to access Blueline is: <https://blueline.instructure.com/courses/1161833>

- For Blueline, passwords, or any other computer-related technical support contact the IT Center.
 - Phone: 1-855-941-4242
 - Website: <https://blueline.instructure.com/courses/1145891/pages/blueline-canvas>

Email etiquette:

Always put PSYC 431 in the subject line (or email through Blueline) if you want a prompt response. Every effort will be made to make email replies within 24 hours of receipt (Monday through Friday). I will check and respond to emails between 8:00 am and 5:00 pm. If you email me after 5:00 pm, expect to hear from me the next morning. If you have an issue with technology, I suggest you reach out to the technical staff first.

A short note about basic email etiquette to best represent yourself professionally when corresponding with the instructors -- It is expected that each email will include a subject alerting the instructor to the content of the email, a simple greeting, at least one sentence, and a closing that includes the student's full name. For more information about email etiquette please

visit: <http://owl.english.purdue.edu/owl/resource/636/1/> (Links to an external site.)

Course Assignments:

Exams:

There will be three (3) exams this semester, each covering four (4) chapters of the book. Exams will be administered during class time, through Blueline. You will be allotted 75 minutes to complete the exam and are expected to do so independently. I will ask you to certify that you have engaged in academic dishonesty – including working with other students, using notes, the text, or outside resources. The exams will include multiple choice questions and essays.

Material covered on the exams is not limited to topics discussed in the lectures or the full class discussions. Students are responsible for assigned readings.

No make-up exams will be given without a valid, documented excuse and notification to the instructor before the scheduled exam. For example, if you are ill on a particular exam day, you will need to call the instructor's office or email before missing the exam and obtain written proof of your condition from a physician. The instructor reserves the right to alter the form of any make-up exams.

eLabs and reflections:

Over the course of the semester, you will be asked to complete ten (10) online experiments, submit evidence that you completed the tasks (a screen shot inserted into your reflection is sufficient), and write a one-page, single spaced reflection about the task. In this reflection, you should describe your experience with and thoughts about the task and connect the task back to the text reading for the week. For example, you should note what cognitive process the task measuring, evaluate how well the task measured that process, and propose a research question that could be answered with the task.

Research Poster:

You will work in groups of four (4) to create an APA-style poster based on a research article. The group project grade is comprised of three assignments: 1.) selecting an article, 2.) research poster, and 3.) participation in a poster fair. Each group will be

required to bring their completed project to present at the in-class poster fair on Thursday, April 29. See Blueline for more information about the project and the rubrics.

Course Expectations:

Academic Integrity:

All students will be bound by all aspects of Creighton University Policy on Academic Honesty. As part of the Creighton University community, you are expected to adhere to every aspect of this policy. Some (but not all) of the activities that are restricted by this policy are as follows:

1. "Plagiarizing or representing another's ideas as one's own..."
2. "Falsely obtaining, distributing, using or receiving test materials..."
3. Unauthorized collaboration on projects and assignments (including homework)
4. "Engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter."

For more information about the University Policy on Academic Honesty, please refer to the following documents and websites:

Learning in the Academy: An Introduction to the Culture of Scholarship

<https://ccas.creighton.edu/.../Academic%20Honesty%20Policy.pdf>

If you are found to have violated the University Policy on Academic Honesty you will be reported to Dean Harris and penalized. This penalty may range from receiving a grade of 0 on the related assignment to receiving a 0 in the course, or even suspension from the University. The severity of the penalty will be determined by the severity of the infraction.

Attendance and Participation:

Attendance and participation are required. Any student that is identified as having two or more serial absences without notice will be reported through CreightonConnect so that the University can provide support to that student.

However, if you are unable to come to class at all or for a period of time during the semester for health and safety reasons, please contact me by email before the end of the day on August 18th or as soon as otherwise possible. Please do not come to class if you are not feeling well but please email me as soon as you are able. I will ensure you are able to participate in the activities and connect with other students.

Creighton University may modify, suspend, or postpone any and all activities and services immediately and without notice because of force majeure causes beyond Creighton's control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. Creighton may, at its option, alter the academic schedule or provide alternate instruction modalities to meet course objectives and competencies and program outcomes, including, but not limited to, distance or remote learning, until such time as Creighton determines normal operations may resume safely.

Students in this course will adhere to all community standards described in the following link, which include, but are not limited to, the classroom mask mandate.

<http://viewer.zmags.com/publication/d841e339#/d841e339/8>.

Technology Policy:

You may use a personal computer or tablet for note-taking during this class. However, I will not tolerate cell phone use or inappropriate computer use. Computers can very quickly become a distraction for you, your classmates, and me. If I find your technology becomes disruptive to class, I will ask you to put it away. More than three (3) offenses will result in a semester ban for the individual.

You may not share materials from this class, including but not limited to slides, assignments, or recordings. They are the intellectual property of the instructor and university, prepared for the people in this class.

Accommodations:

If you are entitled to any accommodations, please schedule a meeting with me in the first two weeks of the semester to discuss how I can best teach and support you this semester.

The Office of Disability Accommodations (ODA), located in the Harper Center, is available to assist students with disabilities. In order to receive services, documentation must meet the criteria set forth by the ODA. Accommodations are specified on an individual basis and are determined by the type and severity of the disability and the characteristics of the course for which the student is enrolled. The purpose of these accommodations is to provide access to education and to create a “level playing field” for the student. These accommodations are not designed to provide unfair advantages or guarantee success for the student.

You may contact the Office of Disability Accommodations at the follow address, and phone number: Office: Old Gym, Room 437, 2500 California Plaza, Omaha, NE 68178
Phone: 402-280-2166, email: LeClair@creighton.edu

Late work:

If for some reason you are unable to complete any of the course materials by the deadline, you will receive a 10% penalty if you turn in the assignment within five days (including weekends) of the due date. If you turn in an assignment after that first week, but before the last day of class (May 4th, 2021), you will receive a 50% penalty on your grade for that assignment. Course materials turned in after the end of the course will not be accepted. Please try to turn your work in on time, as it will make everything easier for the both of us.

Grades:

Assignments	Points	Percentage
Exams (3)	375	37.5%
eLab and Reflections	200	20%
Research poster	250	25%
Discussion groups	175	17.5%
Total	1000	100%

Grade Distribution:

A	=	93-100%
A-	=	90-92.99%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.99%
C+	=	77-79.9%
C	=	73 – 76.9%
C -	=	70-72.99%
D	=	60-69.9%
F	=	less than 60%

Course Schedule (Table):

Date	Groups in class	Topic	Reading Assignment	Assignments Due
8/18	1, 2, 3	Syllabus; Introduction to Cognitive	Chapter 1	
8/20	4, 5, 6		Galikyan & Admiraal, 2019	Blog post 1
8/25	4, 5, 6	Cognitive Neuroscience	Chapter 2	
8/27	1, 2, 3		Fuhrmann et al, 2019	Blog post 2
9/1	1, 2, 3	Perception	Chapter 3	
9/3	4, 5, 6		Raccuglia et al, 2018	Blog post 3
9/8	1, 2, 3	Attention	Chapter 4	
9/10	4, 5, 6		Zheng et al, 2020	Blog post 4
9/15	1, 2, 3	Review		Write 3 exam questions
9/17		Exam 1 (Ch 1 – 4)		
9/22	4, 5, 6	Memory Structure and Process	Chapter 5	
9/24	1, 2, 3		Mamerella et al 2018	Blog post 5
9/29	1, 2, 3	Long-term Memory: Influences on Retrieval	Chapter 6	
10/1	4, 5, 6		Melendez et al 2018	Blog post 6
10/6	1, 2, 3	Memory Errors and Imagery	Chapters 7 and 8	
10/8	4, 5, 6		Pickle & Sneyd, 2018	Blog post 7

10/13	4, 5, 6	Review		Write 3 exam questions
10/15		Exam 2 (Ch. 5 - 8)		
10/20	4, 5, 6	Language	Chapter 9	
10/22	1, 2, 3		Mathot et al, 2017	Blog post 8
10/27	1, 2, 3	Concepts and Knowledge	Chapter 10	
10/29	4, 5, 6		ARTICLE - TBD	Blog post 9; PDF of article due
11/3	4, 5, 6	Problem Solving and Reasoning and Decision Making	Chapters 11 and 12	
11/5	1, 2, 3		Norman et al., 2017	Blog post 10
11/10	4, 5, 6	Make-up/Work day		
11/12	TBA	Poster Session		Poster
11/17	1, 2, 3	Review		Write 3 exam questions
11/20 10:00 – 11:40 am		Final Exam 3 (Ch 9 - 12) – Online		