

PSYC 2145:200 – Introduction to Cognitive Psychology

Instructor: Matt Mollison, M.A.

Office: Muenzinger D434 (fourth floor, by the elevator)

Office Hours: Monday: 11am–12pm, Thursday: 11am–12pm, or by appointment

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Class Meetings

MTWRF 9:15am–10:50am; Tuesday, July 10 to Friday, August 10

Muenzinger E113

Final Exam Time

Last day of class: Friday, August 10

Course Websites

My site: <http://psych.colorado.edu/~mollison/class/psyc2145/>

Desire2Learn: <https://learn.colorado.edu>

Course Description

Cognitive psychology is the scientific study of how people think. Cognitive psychologists seek to understand the mental processes that underlie human abilities in domains such as perception, attention, memory, language, decision making, and problem solving. The goal of this class is to give you an introduction to questions, theories, and methods of cognitive psychology. This class is required for all psychology majors because all areas of psychology (clinical, developmental, social, biological, etc.) draw upon the methods and theoretical perspectives of cognitive psychology.

The cognitive processes we will consider are central to our lives, yet we typically take them for granted. One can appreciate the pervasiveness of cognition by considering how you got to class this morning. You *perceived* the sound of your alarm clock, and *decided* whether or not to hit the snooze. You *remembered* that you had to attend your cognitive psychology class. You relied on *language* comprehension abilities to read the class location from your schedule. You *problem solved* to determine whether it was better to walk, ride, or drive to class. Without the cognitive processes that underlie these various abilities, you would be unable to do something as simple as getting up and coming to class this morning. Thus, all aspiring psychologists should understand the basics of cognitive psychology.

Readings

Most of the readings assigned in this course come from the following required textbook, available at the CU Bookstore at University Memorial Center (UMC):

Goldstein, E. B. (2011, 3rd Edition). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience. Belmont, CA: Wadsworth. ISBN: 9780840033550

I will assign and provide other readings and material throughout the term such as journal articles or book chapters. Check the Desire2Learn website for these readings.

The course schedule (below) lists the readings that need to be completed before each lecture date. You will be responsible for knowing the content of the assigned chapters and the content of the lectures (although lectures and the textbook cover the much of the same material, they will often be presented in a different format or use different examples to illustrate the same points).

Course Requirements and Grading

There will be three basic course requirements:

(1) Exams: 600 points

Three exams (200 points each) will be given in class during the course of the semester (dates specified on the course schedule). These tests will require critical thinking and synthesis of information from the lectures and readings. You will always be forewarned about the format of the test and the general content it will draw from, several days in advance.

(2) Quizzes: 130 points

Thirteen multiple-choice quizzes will be given on Desire2Learn (<https://learn.colorado.edu>), one for each chapter. Each will be worth 10 points, and your score will come from your first attempt. The quizzes must be completed by the end of the course.

These exams are open-book/open-note, but in the spirit of these exams I would ask you to try and study for these quizzes as if you had to do them from memory and only use your book/notes when you feel seriously unsure about the answer. Thus, you can revisit each quiz as many times as you would like for practice on the material.

(3) Synthesis Essay (3–4 pages): 270 points

You are required to write a 3–4 page essay (double spaced), integrating ideas from more than one source. *You are required to use at least two sources from class readings and at least one outside source.* Turning essays in by the extra credit deadline earns you **30 extra points. This will be the only opportunity for extra credit in the class.** You will submit your essay by emailing it to me. The grading criteria for the essay can be found on the course website, as well as after the class schedule on this document.

The essay can be on any topic from class, but I encourage you stop by office hours or email to share your essay ideas with me before writing. This is not a writing class, so I won't be teaching how to write. However, I will be happy to answer questions regarding the essays over email or in office hours, especially if you contact me well before the week that the essays are due.

Essay Due Dates (also on class schedule):

Extra credit deadline: Friday, July 27

Final deadline: Monday, August 6

Grading Scheme

Final grades will be assigned according to the following standard scale:

<u>Grade</u>	<u>Total Score</u>	<u>Minimum Points</u>
A	93.0+	930
A-	90.0-92.9	900
B+	87.0-89.9	870
B	83.0-86.9	830
B-	80.0-82.9	800
C+	77.0-79.9	770
C	73.0-76.9	730
C-	70.0-72.9	700
D+	67.0-69.9	670
D	63.0-66.9	630
D-	60.0-62.9	600
F	59.9 or below	<600

Miscellaneous Information

Email. I will regularly use email to communicate with the class, and email is the best way to contact me. I recommend that you check your email frequently. I will use the class roster email list that is automatically generated by through MyCUInfo, so be sure to check your official email address. Failure to check email is not a legitimate excuse for missing assignments, etc.

Lecture Notes. Lecture notes/slides will typically be posted on the course website by the morning before each lecture. You might find it helpful to print these notes before coming to class.

Policies for Missed Exams/Quizzes. I am always willing to schedule and exam for a student early. **Late make-up exams will not be given.** I recommend that you plan to take all the exams, and only miss them when emergencies arise. If you absolutely have to miss more exams because you are on a CU sports team (or other CU-sponsored activity) or have conflicting religious obligations, please inform the instructor as early as possible. If you notify the instructor in advance and an appropriate document is turned in, it is possible for us to make appropriate accommodations.

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Disability Accommodations. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>.

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment. The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Honor Code. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Caveat. Any information on this syllabus is subject to change at any time. Although we try to minimize changes as much as possible, we may need to make some necessary adjustments on the assignments readings, exam dates and contents, assignments, grading policies, office hours, etc., during the semester. Any changes will be announced in class and via email.

Course Schedule (subject to change; continued on next page)

Date	Contents:	Readings:	Recommended:
Tue, July 10	Syllabus; Introduction to cognitive psychology		
Wed, July 11	Intro to cognitive psychology and History	CH1 (14 pgs.)	
Thr, July 12	Cognitive neuroscience	CH2 (19 pgs.)	
Fri, July 13	Perception; <i>Review (have questions ready)</i>	CH3 (28 pgs.)	
Mon, July 16	Perception, continued; Attention	CH3 (28 pgs.) CH4 (28 pgs.)	TMHMHWFH: 8 "Eyes Right!"
Tue, July 17	Attention, continued	CH4 (28 pgs.)	TMHMHWFH: 24 "The Autist Artist"
Wed, July 18	Short-term and working memory	CH5 (26 pgs.)	
Thr, July 19	Short-term and working memory, continued; <i>Review (have questions ready)</i>	CH5 (26 pgs.)	
***Fri, July 20	Assessment Test #1 (CH 1-5)		
Mon, July 23	Long-term memory: structure	CH6 (19 pgs.)	TMHMHWFH: 2 "The Lost Mariner"
Tue, July 24	LTM: encoding/retrieval	CH7 (26 pgs.)	TMHMHWFH: 23 "The Twins"
Wed, July 25	LTM catch-up		
Thr, July 26	Everyday memory errors	CH8 (30 pgs.)	TMHMHWFH: 19 "Murder"
Fri, July 27	Synthesis essay extra credit deadline; Memory catch-up; <i>Review (have questions ready)</i>		
Mon, July 30	Knowledge representation	CH9 (24 pgs.)	
Tue, July 31	Visual imagery	CH10 (19 pgs.)	
Wed, August 1	Language	CH11 (26 pgs.)	"Words" Radiolab (D2L)
Thr, August 2	Language catch-up; <i>Review (have questions ready)</i>		
***Fri, Aug 3	Assessment Test #2 (CH6-10)		
Mon, August 6	Synthesis essay final deadline; Problem Solving	CH12 (27 pgs.)	
Tue, August 7	Language guest lecturer		
Wed, August 8	Reasoning and decision making	CH13 (26 pgs.)	

Thr, August 9	Prob. Solv. and Reasoning catch-up; <i>Review (have questions ready)</i>
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***Fri, Aug 10	Assessment Test #3 (CH11-13, general concept questions from earlier chapters)
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NB: On the schedule, TMWMHWFH is the book *The Man Who Mistook His Wife for a Hat*, by Oliver Sacks. It is on reserve at the Norlin Library circulation desk.

PSYC 2145: Synthesis Essay Rubric

Student Name: _____

Points for each category. (270 possible points)				
CATEGORY	54	46	38	29
Sources (Content)	All sources are credible and cited correctly. At least two sources from class and one outside source are included.	All sources are credible, though some are not cited correctly. At least two sources from class and one outside source are included.	All sources are credible. Sources come either from class or outside of class, but not both.	Less than credible (suspect) sources are used and/or at least one source is omitted.
Writing	All sentences are well constructed with varied structure. No grammatical or spelling errors distract from ideas presented in the essay.	All sentences are well constructed, though the structure is not varied and/or some grammatical or spelling errors distract from ideas presented in the essay.	Some sentences are not well constructed and/or numerous grammatical or spelling errors distract from ideas presented in the essay.	Some sentences lack structure and appear incomplete or rambling.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Most supportive facts are reported accurately.	Fundamental misunderstandings of facts are evident in the essay.	NO facts are reported OR numerous fundamental misunderstandings of facts are evident in the essay.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information supporting the main argument(s) of the essay. Citations are always present when necessary.	Relevant, telling, quality details give the reader important information supporting the main argument(s) of the essay. Points that should be supported by citations are not.	Most supporting details and information are relevant, but one key point is unsupported.	Supporting details and information are typically unclear or not related to the topic. Citations are not included in the text.
Information Synthesis	Information from all cited sources is integrated accurately and creatively.	Information from all cited sources is integrated creatively with some degree of misunderstanding.	Information from all cited sources is integrated accurately, but the integrated ideas are offered in one of the sources.	Information presented does not represent the synthesis of information offered in sources cited.