

**Winter 2021 Course Syllabus
PSY 365: Cognition (02) Hybrid**

Group A meets on Tuesdays and **Group B** meets on Thursdays
10:00 am - 11:15 am, ASH 2302
Department of Psychology

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Virtual Office Hours: T/TH 1:00 - 2:00 (& by appointment)

Hybrid Class

Both traditional **face-to-face (f2f)** and **online** components are intended to be utilized in this class. A more detailed description of this intended structure has been outlined in previous emailed communications (& won't be repeated here). A reminder that you are strongly urged to **engage the online component of this course in a quiet place with your full and undivided attention** (e.g., don't "multitask" as you will unlikely be engaged at the required depth).

There exists the very real possibility that this class may abruptly transition to a complete online modality at some point in time. Thus you should be prepared for this contingency. Also note, that despite what group you find yourself in (**A or B**), **you will need to make yourself available online during any regularly scheduled class session time.**

Course Description

This course concerns itself with the *science of mind*. The contents and processes of mind such as thinking, reasoning, perceiving, attention, memory, knowledge and language are of central interest to theorists and researchers in the areas of cognitive psychology and cognitive science in general. This course will provide a historical background to the modern science of mind, illustrate some pertinent research methods, and cover some important *empirical findings* and theories in the study of cognition.

Course Objectives:

Upon successful completion of this course students will be able to:

1. **Summarize** the important methods, research findings, and theories of cognition.
2. **Evaluate** current issues in cognition research.
3. **Compare** the strengths and weaknesses of various theories of cognition.
4. **Explain** how cognition is studied empirically.

Textbook (Required):

Cognitive Psychology: Applying the science of the mind. Fourth Edition. (2017), by Gregory Robinson-Reigler & Bridget Robinson Reigler, Allyn & Bacon. Available via GVSU bookstore
(A copy of the third edition of this text will also be fine)

eReadings:

- Colom, R., et al. (2003) Working memory and intelligence. Personality and Individual Differences, 34, pp.33-39.
- De Neys, W. (2006). Dual processing in reasoning. Psychological Science, 17(5), pp. 428-433.
- Evans, J. St. B. T. & Curtis-Holmes, J. (2005). Rapid responding increases belief bias: Evidence for the dual-process theory of reasoning. Thinking & Reasoning, 11(4), pp. 382-389.
- Pavani, F., Spence, C., & Driver, J. (2000). Visual capture of touch: Out-of-body experiences with rubber gloves. Psychological Science, 11, 353-359.
- Pylshyn, Z. (2003). Return of the mental image: Are there really pictures in the brain? TRENDS in Cognitive Sciences, 7(3), 113-118.
- Roediger, H. L. & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention, Psychological Science, 17(3), 249-255.
- Roediger, H. L. & Marsh, E. J. (2005). The positive and negative consequences of multiple-choice testing, Journal of Experimental Psychology: Learning, Memory, and Cognition, 31(5), 1155-1159.
- Satel, S. & Lilienfeld, S. O. (2013). Losing our minds in the age of brain science, (Introduction; pp. ix-xxiii). From Brainwashed: The Seductive Appeal of Mindless Neuroscience.
- Shipstead, Z., Redick, T. S. & Engle, R. W. (2010). Does working memory training generalize? Psychologica Belgica, 50, 245-276.
- Shimamura, A. P. (2010). Bridging psychological and biological science: The good, bad, and ugly. Perspectives on Psychological Science, 5, 772-775.
- Stanovich, K. E. (2013a). Falsifiability: How to foil little green men in the head. Chapter 2 (pp. 21-36) from How to Think Straight About Psychology (10th Ed.)
- Stanovich, K. E. (2013b). Operationism and essentialism: "But, doctor, what does it really mean?" Chapter 3 (pp. 37-52) from How to Think Straight About Psychology (10th Ed.)
- Swami, V., Voracek, M., Stiegler, S., Tran, & Furnham, A. (2014). Analytical thinking reduces belief in conspiracy theories. Cognition, 133, 572-585.
- Wegner, D. M., Sparrow, B. & Winerman, L. (2004) Vicarious Agency: Experiencing Control Over the Movements of Others. Journal of Personality and Social Psychology, 86, pp. 838–848.

Course Evaluation

I. Assignments	~ 150 points* (~ 75% of final grade)
II. Assessments	~ 50 points* (~ 25% of final grade)
	<hr/> ~200 points*

- * This 200 point scheme is an “aspirational” goal. The attempt here is to aim for a total sum of points that can be easily mentally converted into the corresponding percentage (i.e., 2 points = 1 percentage point of your final grade). The precise number of points and proportion of points allocated to assignments vs assessments, however, will likely slightly differ.

Course Grade Schedule:

Point-based scores will be converted to a percentage score at the completion of the course and letter grades will be recorded under the following grade schedule:

A	93-100%	B+	88-89%	C+	78-79%	D+	68-69%
A-	90-92%	B	82-87%	C	72-77 %	D	60-67%
		B-	80-81%	C-	70-71%	F	< 60%

For purposes of letter grade submission, numerical scores are rounded up from the **second decimal place value** to the nearest whole number (i.e., xx.45 and greater). For example, 81.45, (a **B-**) would be rounded up to an 82 (a straight **B**.) An 81.44, however would remain a B- (the grade threshold does need to be placed somewhere.)

Assignments:

Important: Assignments need to be submitted in MS Word format (.doc, .docx extensions; there will be automatic deductions for not doing so). There will be two types of assignments made available via blackboard. **Lecture Assignments (LA)** will be based on lecture/discussion content already presented prior to the assignment’s due date and **Reading Assignments (RA)** will be based on assigned reading content that has primarily not yet been presented in our lecture/discussion component prior to the assignment’s due date. Most of the assignments you will receive will be of the **LA** variety. You will need to upload your completed assignment back into blackboard by a provided due date. **Due dates for these assignments will be strictly adhered to for grading purposes—this should actually be viewed by you as an element of what you are being graded on.** It is an excellent idea to start an assignment early and hand it in well ahead of time in order to avoid any unanticipated problems that arise later and present challenges or obstructions to a timely completion. You should think of these assignments as not only being concerned with the content of interest, but

also as **an assessment of your ability to plan, organize and manage your time in order to ensure scheduling constraints are satisfied.**

Lecture Assignments (LA):

You will typically be given a weekly **LA** assignment that will require you to have thoughtfully engaged with content presented in lecture/discussion each week (both f2f and online portion). Typically these will consist of a series of questions requiring short answer responses. Each **LA** will specify the exact number of points it will be worth (typically 5 or 10 points each).

Reading Assignments (RA):

These assignments will require that you thoughtfully read some assigned material (it will often be an **eReading** item or two) and answer a set of provided questions. The quality and completeness of your responses to the questions will factor into the grading. **Avoid skimming the assigned readings for “the answers” as this strategy will likely result in superficial responses that will affect your score.** It is vital to take note that the nature of these assignments will ask that **all of your responses are made using your own wording**—e.g., do not make use of any quotations from the assigned reading(s). You will not be using citations or incorporating a reference section into these assignments. Do not incorporate the work of anyone else (including fellow students) into your responses. Doing so will be considered plagiarism (as described in the catalog and in the Student Code.) Assignments incorporating plagiarized material may result in a failing grade for the course. These assignments will vary in their weight and each **RA** will specify the exact number of points it will be worth (typically 5 or 10 points each).

Assessments

There will likely be two multiple-choice quizzes made available online throughout the term. The total weight of the quizzes will be about 40 points. The remaining 10 or so points will be allocated to a **final culminating experience assignment/activity (FCEA)**. The FCEA will present some questions that will tap your **comprehension** of material covered throughout the course. Of particular importance will be the research methodology concepts initially covered in topic 2 that will continually resurface throughout the entire course. The FCEA will be conducted online during the final exam week within the window of time allocated to this class by GVSU.

Our responsibilities:

Both the professor and student have responsibilities in the teaching / learning process.

My responsibilities as an instructor include...

- being well organized
- being courteous and helpful with students
- providing an updated and informative course

- returning graded materials as promptly as possible
 - being fair and unbiased with grading (e.g., equal treatment for all students)
- Your responsibilities as a student include...
- attending classes and being punctual--especially for assessments!
 - paying attention, taking notes, and asking questions about material you do not understand
 - seeking help with material if you're having difficulty (e.g., meeting with me)
 - doing the assigned readings and studying the course material

Class Distractions (during f2f sessions):

Please be courteous to your fellow students (& instructor) by not creating distractions during the class period.

- silence your phones (phones should also be placed away from view altogether)
- insure proper use of face coverings (please save me from the awkward situation of having to remind you of this during a class session.
- refrain from "chatting" with other students during the class period
- If you use a lap-top computer, please ensure that you are utilizing it for the sole purpose of taking notes (don't be watching videos, playing games etc.)

A note about student dissatisfaction with grades:

An unfortunate reality of any course is that not all students will obtain the final grade they desire. As an instructor of the course, my responsibility is to insure that evaluation procedures were fair. To a very large extent, this can be determined by how the class is performing overall. If your performance as a member of this class is substantially below the general class performance, then you cannot simply claim that the evaluation procedures were unfair. Some careful thought has to be given to what else might possibly be wrong, and how it might be changed.

To minimize any damage to your student records, **it is important that you consult with me very early once difficulty arises** (e.g., discuss this with me during an office hour.) Remain vigilant about your progress in the course. When students approach me late in the term claiming that they NEED a specified grade, what can I (the instructor) do for them? the answer will be disappointing. As long as the grading procedures were fair, YOU as a student are in control and responsible for your own grade. As an instructor, I must be fair and unbiased with the grading procedures, which includes sticking to the same procedures that applied to the entire class. Deviations on my part from the outlined procedures for any single student amounts to cheating those students who were evaluated under the original scheme.

Topics covered:

The following is a list of the topics that will be covered in this course. Although no dates are indicated below, we will progress through the topics in the order listed. Topics are not of equal length (i.e., the duration of time we devote to them.) **Please note that Topic # ≠ Chapter #.** Throughout the course I will often refer to the topic number as indicated below, so please don't confuse topic number with chapter number.

Topic #	Topic Title	Assigned Readings† [eReadings are indicated in square brackets]
1	History & Foundations	Chapter 1 [Shimamura, 2010; Satel & Lelienfeld, 2013]
2	Common Methods Used to Study Cognition	eChapter Supplement on blackboard: <u>Research in Cognition: Investigating Mind and Brain</u> [Stanovich, 2013a; Stanovich 2013b]
3	Perception & Consciousness	Chapter 2: 2.0 - 2.3.2 (i.e., stop at 2.3.3) [Pavani et al., 2000] Chapter 5: all of 5.2 (i.e., stop at 5.3) Chapter 2: all of 2.4 [Wegner et al., 2004]
4	Attention & Working Memory	Chapter 3 Chapter 4 [Colom et al., 2003]
5	Memory Processes & Knowledge Representation	Chapter 6 Chapter 7 [Roediger & Karpicke, 2006] Chapter 8: 8.0 - 8.3.1 (i.e., stop at 8.3.2)
6	Reasoning, Judgment & Decision Making	Chapter 11 [De Neys, 2006; Swami et al., 2014]

†IMPORTANT: The above readings should **not** be viewed as the official assigned readings that you are responsible for and is presented here only as a useful guide for you, **additional readings may be added and some of the above may be scaled back or dropped.** Any modifications will always be announced.

Important dates:

Last day 100% refund	Jan 26 (5 pm)
Last day 75% refund	Feb 12 (5 pm)
No f2f class on 11th week	March 30 / April 1*
Drop deadline with a grade of "W"	April 9 (5pm)
Final Culminating Experience Assignment/Activity (FCEA)	TH April 29 10:00 am - 10:30 am

*second online quiz likely to be held during March 30th class period

Important:

Your continuation in this course indicates your acceptance of all the above scheduling and procedure details along with the acceptance that some modifications may have to be made in the event of extenuating circumstances.

This course is subject to the GVSU policies listed at:
<http://www.gvsu.edu/coursepolicies/>