

PSY 337: Cognition Spring 2008

Instructor: Dr. Jeffrey S. Anastasi
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Office Hours: MWF 11:00-12:00 or by appointment

Class Time: MWF 1:00 – 1:50 PM
Class Location: LDB 216
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Course Overview:

This course will provide each student with a general understanding of issues related to cognitive psychology by combining in-class lectures, reading assignments in the textbook, in-class discussions, and active learning exercises. This course should provide students with a basic understanding of the relationship between empirical evidence and theoretical explanations of cognitive processes. In addition, students should gain an appreciation of the practical applications of cognitive psychology theories and research.

We will be discussing a vast amount of information in this course which cannot possibly be covered solely by lecture within a single semester. Therefore, it is important to recognize that you will be tested on information from both lectures and the textbook *which may not overlap*. In other words, you will not be “spoon fed” the information from the textbook. It is important that you **study** your reading assignment **PRIOR** to coming to class each day as this will help you in many ways such as aiding note taking, understanding lecture material, participating in class, and doing well on the exams, unannounced quizzes, and in-class exercises. I expect you to complete the assigned work in a conscientious manner and you should expect to receive the grade that you earn – no surprises.

Course Goals:

1. Students should gain factual knowledge (terminology, methods, trends, etc.) with regard to cognitive psychology.
2. Students should learn the fundamental principles and theories in cognitive psychology.
3. Students should gain a broader understanding and appreciation for cognitive psychology.
4. Students should learn to apply the course material to improve critical thinking and problem solving skills.

Grading:

Mastery of the lecture and text materials will be evaluated using four in-class examinations. Each exam will be challenging and will make up 20% of your grade. The remaining 20% of your grade will be based on periodic, unannounced quizzes, homework, and in-class assignments. You must be in class to complete these assignments and they cannot be made up. Although class participation is not part of your grade, I expect each student to participate in class discussions by asking relevant questions or engaging in debates/discussions. My goal is for you to help guide the specific issues/topics that we discuss in class.

Grades in this class will be based on the following scale:

Class Average:	Above 89.4	89.4 - 79.5	79.4 - 69.5	69.4 - 59.5	Below 59.5
Grade:	A	B	C	D	F

Required Textbook:

- Matlin, M. (2005). *Cognition* (6th Ed.). Hoboken, NJ: John Wiley & Sons.

Class Schedule

<u>Class Date:</u>	<u>Topic</u>	<u>Matlin Reading</u>
1/16 (Wed.)	Introduction to the Course	None
1/18 (Fri.)	Introduction to Cognitive Psychology	Chapter 1
1/21 (Mon.)	<i>No Class – Martin Luther King, Jr Day</i>	
1/23 (Wed.)	Introduction to Cognitive Psychology	Chapter 1
1/25 (Fri.)	Cognitive Neuroscience	pgs 14-17
1/28 (Mon.)	Cognitive Neuroscience	pgs 14-17
1/30 (Wed.)	Perceptual Processes	Chapter 2
2/1 (Fri.)	Perceptual Processes	Chapter 2
2/4 (Mon.)	Perceptual Processes	Chapter 2
2/6 (Wed.)	Attention and Consciousness	Chapter 3
2/8 (Fri.)	Attention and Consciousness	Chapter 3
2/11 (Mon.)	Attention and Consciousness	Chapter 3
2/13 (Wed.)	EXAM #1	
2/15 (Fri.)	Memory: Working Memory	Chapter 4
2/18 (Mon.)	Memory: Working Memory	Chapter 4
2/20 (Wed.)	Memory: Long-Term Memory	Chapter 5
2/22 (Fri.)	Memory: Long-Term Memory	Chapter 5
2/25 (Mon.)	Memory: Long-Term Memory	Chapter 5
2/27 (Wed.)	Memory Strategies and Metacognition	Chapter 6
2/29 (Fri.)	Memory Applications: Eyewitness Memory	pgs 159-164
3/3 (Mon.)	Memory Applications: Eyewitness Memory	pgs 159-164
3/5 (Wed.)	Memory Applications: Repressed/False Memories	pgs 164-167
3/7 (Fri.)	Memory Applications: Repressed/False Memories	pgs 164-167
3/10 (Mon.)	<i>No Class – Spring Break</i>	
3/12 (Wed.)	<i>No Class – Spring Break</i>	
3/14 (Fri.)	<i>No Class – Spring Break</i>	
3/17 (Mon.)	EXAM #2	
3/19 (Wed.)	Cognitive Development	Chapter 13
3/21 (Fri.)	<i>No Class – Good Friday</i>	
3/24 (Mon.)	Cognitive Development	Chapter 13
3/26 (Wed.)	Cognitive Development	Chapter 13
3/28 (Fri.)	Language: Introduction and Comprehension	Chapter 9
3/31 (Mon.)	Language: Introduction and Comprehension	Chapter 9
4/2 (Wed.)	Language: Production and Bilingualism	Chapter 10
4/4 (Fri.)	Language: Nonverbal Communication	None
4/7 (Mon.)	Language: Animal Communication	None
4/9 (Wed.)	<i>Open Topic</i>	None
4/11 (Fri.)	EXAM #3	
4/14 (Mon.)	Mental Imagery and Cognitive Maps	Chapter 7
4/16 (Wed.)	General Knowledge	Chapter 8
4/18 (Fri.)	Problem Solving	Chapter 11
4/21 (Mon.)	Deductive Reasoning & Decision Making	Chapter 12
4/23 (Wed.)	Deductive Reasoning & Decision Making	Chapter 12
4/25 (Fri.)	Intelligence	None
4/28 (Mon.)	Intelligence	None
4/30 (Wed.)	Intelligence	None
5/2 (Fri.)	Human Factors	None
5/5 (Mon.)	Human Factors	None
5/7 (Wed.)	<i>Open Topic</i>	None
5/14 (Wed.)	EXAM #4 (2:00 PM)	

Attendance Policy:

Regular and punctual attendance is expected for this course. Although no course points are linked to class attendance, you must be in attendance to hand in assignments, participate in any in-class assignments or quizzes, or take exams. In-class activities are *only* provided during class, and thus *cannot* be made up at a later time. Although you will not automatically fail this course due to excessive absences nor will you be automatically dropped for excessive absences, failure to attend class will decrease your grade for each assignment missed. Further, information covered in class will be included in exams. Poor attendance is often highly correlated with lower grades, so you are strongly encouraged to attend class regularly. If you must be absent, **be sure to arrange for a peer to obtain handouts and/or notes for you.** Notes will not be available from me except on the date initially provided.

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action (Code of Student Conduct and Discipline, Section 5.3, as printed in Student Guidelines). The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

- **Cheating** includes:
 - Copying from another student's exam, assignment, or computer files, data listings, and/or programs.
 - Using materials not authorized by the instructor during an exam or other assignment.
 - Collaborating with another student for any assignment or exam without authorization from the instructor.
 - Using, transporting, or possessing, in whole or in part, contents of an unadministered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take an exam or complete any assignment.
 - Submitting as one's own work any assignment prepared by another individual or firm.
- **Plagiarism** means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit. If you would like to use someone else's ideas, summarize their work *USING YOUR OWN WORDS* and then *CITE THEIR WORK* using the accepted American Psychological Association's (APA) Guidelines.
- **Collusion** means the unauthorized collaboration with another person in preparing work offered for credit.

Classroom Rules of Conduct:

According to Section 5 of the Student Handbook, students are expected to assist in maintaining a classroom environment that is conducive to learning. Disruptive behavior will not be tolerated. Students who are disruptive to the class may be dismissed from the classroom for inappropriate behavior and will not be allowed to hand in any assignments due for the remainder of that class. Additionally, students may be withdrawn from the course for repeated disruptive behavior.

Religious Holy Days:

Students have the responsibility of notifying the professor of each scheduled class day that the student will be absent due to a religious holy day. *This must be done no later than the 15th class day.* Students who are absent from class for observance of a religious holy day will be allowed to take an examination or complete an assignment scheduled for that day within one week of returning to class. However, any in-class assignments cannot be made up, but will not count against their other assignment average since the one lowest assignment grade will be dropped.

Notice to Persons with Disabilities:

It is the policy of Sam Houston State University that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program activity. Students with a disability that may affect their academic performance are expected to arrange for a conference with the instructor as soon as possible. This is done so that appropriate strategies can be considered to ensure participation and achievement opportunities are not impaired since there will be no retroactive accommodation. Furthermore, accommodations will be made **only** to those people who have documented the disability with the Americans with Disabilities Act (ADA) Office in the Student Counseling Center (phone: 936-294-1720).

Instructor Evaluations:

Towards the end of the semester, students will be asked to complete a course/instructor evaluation form. I encourage you to be honest in your evaluations (whether good or bad) and encourage you to make any constructive comments that you'd like to provide feedback on the course or ideas concerning how the class can be improved in the future. IDEA is the faculty evaluation system used at SHSU.