Office Hours and Contact Information

Wednesdays, 11:00-12:00 or by appointment

Prerequisites

UA Course Catalog Prerequisites
Prerequisite(s): PY 355.

Course Description

UA Course Catalog Information

Contemporary approaches to cognitive psychology, including topics such as attention and memory.

Cognitive psychology is concerned with how people think. It is quite broad in its scope and covers a variety of topics in psychology including topics such as memory, problem-solving, and attention. Much of this course will focus on major theories within cognitive psychology, as well as the research, which has emerged from these theories. In addition, there will be discussion of some practical issues, such as eyewitness testimony or unconscious plagiarism.

Student Learning Outcomes

1) Students should leave this course with a good understanding of the major theories and concepts within cognitive psychology

2) This course should help students develop good thinking skills.

3) Students should be able to apply cognitive psychology principles to everyday experiences

4) Students should be able to understand the rationale and application of the scientific method to cognitive psychology
Required Texts

UA Supply Store Textbook Information

- EYSENCK / COGNITIVE PSYCHOLOGY (Required)

Other Course Materials

Exams and Assignments

Grades: Your grade will be a result of three types of assessments: Exams and Cognitive Journal Entries. With regard to the exams, there will be a total of four multiple-choice exams (three mid-term exams and a comprehensive final). Although you will receive three exams during the semester, I will drop your lowest test-score and only consider two of the three mid-term exams in determining your grade. In addition to the exams and lab reports, you will be required to keep a cognitive journal in which you describe at least 20 personal experiences that relate to terms or concepts learned in the course. The grade that you will receive will be determined from a weighted average of your performance on two exams (i.e., the two that yield the highest scores) given during the semester, the cognitive journal, and the final exam.

Extra Credit

CogLab Reports

You will have the option of earning 1-3 extra credit points by conducting one of the experiments listed on CogLab’s on-line website. The web address is as follows: http://coglab.wadsworth.com. The TA for the class will provide you with the appropriate tools to complete the experiments and will be responsible for grading the reports. To earn these points, you will have to sit through the study(ies) and then provide a summary of your findings to the class. In addition, you must also turn in a one-page report that includes the information listed in the Rubric on page 7 titled, “Criteria for CogLab Reports.”
Replicating Experiments from book

You will have the option of earning 1-3 extra credit points by conducting one of the experiments described in the book and sharing the results of the experiment with the class. To receive the extra credit points, you must also turn in a two-three page typed paper describing the method and results of the experiment. The criteria for evaluation are listed in the rubric on page 8 titled, “Extra Credit through replication of Experiments described in book.”

Participation in class discussions or demonstrations

1. Before each exam, there will be a simulation of the show titled, Who wants to be a millionaire. If you agree to play the role of a contestant, you will earn 5 points. If you agree to play the role of the friend who assists the contestant, you will earn two points per simulated show.

2. You may also earn five points by participating in a skit developed to illustrate a concept in cognitive psychology.

3. Leading a Class Discussion: On the PY 470 Blackboard Website, you will find a list of controversial issues that relate to the topics covered in class/or the textbook. The topics will include reading material, so that you have some background about the issue in question. You may earn five points of extra credit by leading a discussion that focuses on one of the controversial topics.

*Students may apply a maximum of 15 extra credit points toward their grade.

Tentative Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>January 14</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>January 16-21</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>January 23-28</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>January 30</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>February 4</td>
<td>Exam 1</td>
</tr>
<tr>
<td>February 6-11</td>
<td>Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>February 13</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>February 18-20</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>February 25</td>
<td>Exam 2</td>
</tr>
</tbody>
</table>
February 27—March 4

March 6-11

March 13-18

March 20

March 21-28

April 1

April 3

April 8-10

April 15

April 17-22

April 24

April 30th

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Spring Break

Chapter 12

Exam 3

Chapter 13

Chapter 14

Chapter 15

—Review for Final Exam

All Extra Credit due April 24th

—FINAL EXAM
Criteria for Extra Credit Assignments

Criteria for Evaluating CogLab Reports

Satisfactory (student gets full 3 points)  
Student receives less than 3 points  
Student receives “0” points

- Student inserts own data in report.
- Student indicates purpose of study.
- Student outlines hypotheses.
- Student outlines methodology of experiment.
- Student indicates the degree to which his/her own data are in line with hypotheses.
- Student presents findings to the class.
- Student hands in written report.

- Student inserts own data in report.
- Student omits no more than two of the criteria needed for the full three points.
- Student does not insert own data
- Student omits more than two of the criteria required to receive the full three points.

Extra Credit through replication of Experiments described in book
Satisfactory (Student receives three points)

- Student includes collected data in report.
- Student indicates purpose of study
- Student outlines hypotheses
- Student outlines methodology of experiment.
- Student indicates the degree to which his/her collected data are in line with hypotheses.
- Student presents findings to the class.
- Student hands in written report.

Student receives less than 3 points

- Student fails to meet the page limit requirement.
- Student omits one or more of the requirements outlined for the “satisfactory” classification.

Criteria for Extra Credit for In-Class Demonstrations (*Who wants to be a Millionaire* or In-Class Skit [approved by instructor]): Student will receive five points (as long as he/she makes a “good faith effort”) when taking part in the in-class demonstration projects.

### Criteria for Evaluating Cognitive Journals

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of definition</td>
<td>Student provides the definitive definition of term and is able to define term in own words.</td>
<td>The definition of term is very close to the definitive one, but omitted a small component of the definition. The student does a fairly good job of defining term in own words.</td>
<td>The student provides an accurate but textbook definition of the term.</td>
</tr>
<tr>
<td>Quality of example</td>
<td>The example is appropriate. The student explicitly</td>
<td>The example is appropriate but the student does</td>
<td>The example is appropriate but the student does</td>
</tr>
</tbody>
</table>
### Goals for students who take this course

<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
<th>Active and/or Collaborative Learning Activity</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect (Opinion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>leave this course with a good understanding of the major theories and concepts within cognitive psychology.</td>
<td>• Lecture, reading, • Quizzes in Class • Class Discussions • CogLab • Cognitive Psychology Journal • Use of Multimedia Tools</td>
<td>• Exams 1-4 • Quizzes in Class</td>
<td>Student opinion survey –</td>
</tr>
<tr>
<td>develop good critical thinking Skills</td>
<td>• Lecture, reading; • Class Discussions • Cognitive Psychology journal • CogLab • Multimedia tools</td>
<td>• Extra Credit Assignments • CogLab Reports</td>
<td>Class Discussions</td>
</tr>
<tr>
<td>be able to apply cognitive psychology principles to everyday experiences.</td>
<td>• Lecture, reading • Class Discussions • Multimedia tools • CogLab</td>
<td>• Exams 1-4 (Questions will be included to examine student’s ability to think critically) • Extra Credit Essays • CogLab Reports</td>
<td>Student opinion survey –</td>
</tr>
</tbody>
</table>

**Example**

points out the way in which the example illustrates the concept.

not explicitly state the way in which the example illustrates the concept. However, the student alludes to the connection between the concept and the example.

not attempt to make the connection between the example and the concept.

inappropriate.
understand the rationale and application of the scientific method to cognitive psychology.

**Extra Credit Opportunities**

**Extra Credit:** You will have the option of earning 1-3 extra credit points by conducting one of the experiments described in the book and discussing the results of the experiment with the class. To receive the extra credit points, you must also turn in a two-three page typed paper describing the method and results of the experiment. You will be able to apply a maximum of 15 extra credit points toward your grade.

**Severe Weather Guidelines**

The guiding principle at The University of Alabama is to promote the personal safety of our students, faculty and staff during severe weather events. It is impossible to develop policies which anticipate every weather-related emergency. These guidelines are intended to provide additional assistance for responding to severe weather on campus.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate life saving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

**The Office of University Relations will disseminate the latest information regarding conditions on campus in the following ways:**

- Weather advisory posted on the UA homepage
- Weather advisory sent out through UA Alerts to faculty, staff and students
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA-TV/WUOA-TV, and on the website at http://wvuatv.com/content/weather. WVUA-TV Home Team Weather provides a free service you can subscribe to which allows you to receive weather warnings for Tuscaloosa via e-mail or cell phone. Check http://wvuatv.com/content/free-email-weather-alerts for more details and to sign up for weather alerts.

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

**Disability Statement**

If you are registered with the Office of Disability Services, please make an appointment with me as soon as possible to discuss any course accommodations that may be necessary.

If you have a disability, but have not contacted the Office of Disability Services, please call (205) 348-4285 (Voice) or (205) 348-3081 (TTY) or visit 133-B Martha Parham Hall East to register for services. Students who may need course adaptations because of a disability are welcome to make an appointment to see me during office hours. Students with disabilities must be registered with the Office of Disability Services, 133-B Martha Parham Hall East, before receiving academic adjustments.

**Policy on Academic Misconduct**

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: “I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University.”

See the Code of Student Conduct for more information.

**Emergency Contact Information**

UA's primary communication tool for sending out information is through its web site at www.ua.edu. In the event of an emergency, students should consult this site for further directions. Additional course information will be posted using Blackboard Learn.