PY 650 Section 001: Cognition And Learning

Fall 2013

3 Credit Hours
Primary Instructor: Dr. Beverly Roskos Roskos-Ewoldsen
Syllabus subject to change.

Note: This syllabus contains one or more sections which have restricted viewing. Some content may require only a valid university login, while other content may be limited to students registered for the class.

Click here to authenticate via myBama.

Prerequisites

From the Student Records System

No prerequisites found.

Required Texts

UA Supply Store Textbook Information

- REVLIN (RENTAL) / (RENTAL) COGNITION (RENTAL)
- REVLIN / COGNITION (Choose One)
- REVLIN (EBOOK) / COGNITION (Choose One)

Other Course Materials

This course uses Blackboard Learn. Announcements, reading assignments, lectures (Tegrity recordings), exams, papers, and grades will be administered in Blackboard Learn.

Blended Course

This is a "blended" course, which means that part of it is online and part is face-to-face in a classroom setting. Further, due to its size, the class will be split into two groups. One group will meet on Tuesdays and the other group will meet on Thursdays. Lectures for each chapter will be posted in Blackboard Learn (Tegrity recordings). Students should watch the relevant recording before attending class on that topic. Face-to-face classes will then focus primarily on the assigned reading, but questions and discussion about the chapter are welcome as well.
Course Description

The field of cognitive psychology has become the core of psychology. In cognitive psychology, we study the basic processes of human thought that are crucial to clinical, social, and developmental psychology. The study of learning, perception, memory, and attention intersect in important ways with physiological psychology creating the field of cognitive neuroscience in which the cognitive functions of various brain systems are studied. The major goal of this course is to provide a strong background in the structures and processes involved in human thought. This background should facilitate understanding in all areas of psychology and related fields. Students taking Psychology 650 should acquire the knowledge of the scientific theory and research in the major topic areas of cognitive psychology -- including learning, pattern recognition, attention, memory, mental imagery, categorization, language comprehension, problem solving, and decision making.

Exams and Assignments

1. Exams (60 pts; 60%). There will be a Midterm exam and a Final exam. Each exam is worth 30 points (30%) and the Final is not cumulative. On each exam there will be three applied essays (choice of 3 out of 4). Both exams will be taken online in Blackboard Learn, each with a time limit of 75 minutes (equivalent to a class period). Exams will be available during the entire week during which they are scheduled (e.g., Sunday at 12:00 am to Saturday at 11:59 pm), you can take the exam anytime during this window.

2. Written Papers (30 pts; 30%). Students have a choice regarding their papers. You can either write several short papers or one longer paper.

   1) Short papers. Students choosing short papers must turn in 6 two-page papers (not to exceed 500 words), each worth 5 points. All papers must be on different topics and need to be submitted on the Monday (5:00 pm) of the week during which the topic is covered. Papers must be submitted in Blackboard Learn.

   The papers should be about the assigned reading, academic in nature, and reflect your critical thinking skills. For example, the papers could raise concerns about the theory, methodology, results, or conclusions of an assigned reading. Or, they could introduce a follow-up experiment in some detail (e.g., IV/DV, predictions, methods, etc.). Or, they could apply the topic to your own research (e.g., how it could be adapted, what new information it would provide, etc.). These examples are not exhaustive. If you have a question about whether your idea is suitable, just ask me. A grading rubric will be available in Blackboard Learn. You should review it before you submit anything.

   For the structure of the papers, they should be double-spaced, use a 12-pt font, and have 1-inch margins. It should have a title that reflects your main point (10 or fewer words). Any summary of the article should not exceed one paragraph (4-6 lines); rather, the bulk of the paper should reflect your thoughts. You do not need a reference section unless you are including sources other than those assigned.
2) **Longer paper.** Students choosing the single longer paper must turn in one 12-page paper (equivalent to 6 2-page papers; not to exceed 3000 words), which is worth 30 points. The paper must be submitted by the last day of classes (Dec. 6) at 5:00 pm, in Blackboard Learn.

In this paper you should critically analyze current research within a specialized domain of cognitive psychology (e.g., object recognition, procedural memory, working memory, decision making). The form of the paper can vary, including but not limited to a review, critique, and possible solution for methodology or theory; a reformulation of research in your own area from a cognitive perspective; or a prospectus for one or more studies. For a review or reformulation, the paper should have an introduction where you introduce the issue (2 pages); present your main points while summarizing, analyzing, and integrating relevant research that supports your main points (8 pages); and provide conclusions and implications (2 pages).

For a research prospectus, the paper should have an introduction where you set up your position (1 page); an explanation and critical analysis of an issue, resulting in hypotheses to be tested (4-6 pages); the design and method of one or more studies that will address the hypotheses (4-6 pages); and a conclusion (1 page).

In either case, if you have questions about the suitability of your topic, just ask me. Rubrics will be available in Blackboard Learn. You should review the relevant one for your type of paper.

For the structure of the paper, it should be double-spaced, use a 12-pt font, and have 1-inch margins. It should have a title that reflects the main point (10 or fewer words). You do not need a reference section unless you are including sources other than those assigned.

3. **Participation (10 pts; 10%).** Students are expected to actively participate in class discussions by sharing the ideas in their short papers, asking questions about the chapter or assigned readings, and so on. Participation will be graded holistically at the end of the semester, using a grading rubric that will be available in Blackboard Learn. However, I do keep track of who spoke during each class period and I use that information to determine the grade.

**Policy on Missed Exams & Coursework**

1. **Exams.** Because students can take the exams any time during the scheduled week, makeup exams will not be given except in rare cases. In that rare case, the student should talk to me about rescheduling.

2. **Written Papers.** Students may turn in late papers up to a week after they are due; however, there will be a 1-2-point deduction for late papers depending on how late they are. If a short paper is not turned in within a week of the due date for that topic, the grade will be recorded as a 0. If the longer paper is not turned in within a week of its due date, the student will be given an incomplete for the course until the paper is submitted.

3. **Participation.** There are no makeups for missed participation opportunities.
Attendance Policy

Attendance at every class is expected. However, if you cannot attend, please let me know as a courtesy.

Extra Credit Opportunities

Extra credit opportunities are generally not provided. In the rare case in which they are needed, I will provide an opportunity for everyone to participate.

Grading Policy

Rubrics will be used for grading each assignment; these rubrics are available in Blackboard Learn. Overall grades are determined by the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Student Learning Outcomes

By the end of this course students should be able to

1. Explain the main concepts and theories of cognitive psychology.
2. Develop sound arguments based on reasoning and evidence.
3. Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity, and intellectual engagement.
4. Weigh support for conclusions to determine how well reasons support conclusions.
5. Interpret statistical results presented in research reports.

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 expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student.

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

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 348-4285 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.

**Non-Discrimination Policy**

The University of Alabama is committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, sex, sexual orientation, gender expression, age, ability, or veteran status. The University of Alabama prohibits any verbal or physical conduct that threatens or endangers the health or safety of any individual or group, including physical abuse, verbal abuse, threats, stalking, intimidation, harassment, sexual misconduct, coercion, and/or other communication or conduct that creates a hostile living or learning environment.

**Severe Weather Protocol**

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.

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 Public 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 Connect-ED--faculty, staff and students (sign up at myBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisories are broadcast via WUOA/WVUA-TV, which can be viewed across Central Alabama. Also, visit wvuatv.com for up-to-the-minute weather information. A mobile Web site is also available for your convenience.
## Outline of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/22</td>
<td>Intro to Course</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>09/3-5</td>
<td>Attention</td>
<td>Ch. 3</td>
<td>Roskos-Ewoldsen &amp; Fazio (1992)</td>
</tr>
<tr>
<td>09/10-12</td>
<td>Pattern Recognition</td>
<td>Ch. 4</td>
<td>Biederman (1987)</td>
</tr>
<tr>
<td>09/17-19</td>
<td>Short-Term Memory and Working Memory</td>
<td>Ch. 5</td>
<td>McVay &amp; Kane (2012)</td>
</tr>
<tr>
<td>09/24-26</td>
<td>Long-Term Memory</td>
<td>Ch. 6</td>
<td>Meeter &amp; Murre (2004)</td>
</tr>
<tr>
<td>10/1-3</td>
<td>Knowledge</td>
<td>Ch. 7</td>
<td>Overman et al. (2013)</td>
</tr>
<tr>
<td>10/8-10</td>
<td>Imagery: Special Representation in Memory</td>
<td>Ch. 8</td>
<td>Vecci (1998)</td>
</tr>
<tr>
<td>10/13-19</td>
<td>MIDTERM EXAM</td>
<td>Ch. 1-8</td>
<td>-------</td>
</tr>
</tbody>
</table>
Assigned Readings


