

Cognitive Psychology

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PSYC 4315-460
Summer 2, 2021

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Instructional Team Information

	Preferred name and pronouns	Full name	E-mail	Phone	Office hours
Instructor	Dr. Kirby; she/her	Lauren Kirby	LKirby@uttyler.edu	903-655-4841	Weekdays 4-5pm or by appointment
GTA	Nancy; she/her	Nancy Tran	NTran4@patriots.uttyler.edu	NA	M 1-3pm; Thurs 3-5pm

Course and Meeting Information

This course is fully online and asynchronous, meaning there are no course meetings, nor is there any one scheduled time that all students must do the same activity together. Assignments for each module may be submitted any time after they become available and before their posted due dates. There are no timed exams, only “take-home” projects. This course requires on average 15-20 hours of work per week, as a full semester’s worth of content is compressed into under 5 weeks. Although there are no live lectures, Dr. Kirby will be consistently available by the posted methods at the scheduled times unless otherwise announced.

Course Materials and Resources

Required Textbook

Revlín, R. (2012). *Cognition: Theory and practice*. Worth. ISBN: [978-1464128769](#)

Reading the textbook is an essential foundation for engaging with lecture material and assignments: click [here](#) for tips on how to effectively study a textbook.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. You may also buy any binding format or electronic copy that you wish.

Recommended Website

Purdue University Writing Lab. APA formatting and style guide (7th Edition). *Purdue online writing lab (OWL)*.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Canvas

The course will be administered through our learning management system Canvas.

Check the course Canvas page and your UT Tyler email daily on weekdays. We will communicate with you through Canvas announcements, UT-Tyler email, and pages and documents linked in the “Modules” and “Assignments” tabs. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and [set up your notifications to](#) “subscribe” to such announcements and comments from us so you will not miss anything. I give feedback on some assignments through the comments feature when you check your assignments through the “Grades” tab. You will find those in the same place you submitted an online assignment on the right-hand side reading “comments.” I also may attach drafts of documents (.docx) with tracked changes and comments; make sure you know [how to view tracked changes](#) and comments in Word if they are not automatically visible for you when you first open the document.

Microsoft Office

You will need to use Microsoft Office products (Word, PowerPoint, and Excel) for some assignments. Do not use alternative programs such as Apple’s Pages, Google Drive documents, or any other formats. If you do not have Microsoft Office, please visit the following page for instructions for how to download it for free: <https://www.uttyler.edu/it/office365/365-proplus-students.php> You need a webcam, microphone, and familiarity with how to record presentations using Zoom (you may also use phone cameras and microphones for the video

assignments in this course). Webcams and microphones are built into some computers already, but not all. Please test your devices as soon as possible to make sure your work. I can set up a test Zoom call with you to help you. Even inexpensive earbuds have microphones on them, so please procure one. Please let me know if you cannot access a webcam, microphone, or any other technology for this class. This request needs to be made as early in the semester as possible so that shipping or any other logistics could be achieved on time.

Course Catalog Description

An examination of the cognitive processes involved in human mentation. Includes the study of attention, perceptual processes, memory, knowledge representation, language, decision making and problem solving. Recommended: Prior completion of PSYC 1301 or equivalent.

Student Learning Outcomes

Content

At the end of this course you should be able to master course content (remembering and understanding) in major areas such as

- the historical development of cognitive psychology;
- methods of cognitive research;
- the information processing perspective;
- attention;
- pattern recognition;
- short-term, working, and long-term memory;
- language; and
- reasoning and decision-making.

Skills

In addition to content, this course is focused on skills. For more details about how the following skills will be assessed, see "Assignments and Activities." Assignments and activities in this course will tap into a variety of skills. For the content areas described above, you have the opportunity to

- **apply** theories or findings to real-world situations and to your own cognitive processes;
- **analyze** how content areas relate to each other within the information processing model and to other courses and domains;
- **evaluate** others' answers in discussions; **evaluate** theories or approaches in terms of their predictions and evidence;
- and **create** test question; **create** a portfolio of improvements made to previous work in the course.

Assignments and Activities

Article Reactions

Throughout the semester, you will read some original, peer-reviewed research journal articles published in the field of cognitive psychology. You will react to these in a video format on a discussion board and respond to others' reactions. Refer to Canvas for more information about how to complete these assignments. There will be six per semester, but I will drop the lowest grade. You will have five reactions worth 40 points each counted into your final course grade, for a category total of 200 points (40% of your course grade).

Prep Guides

To guide your textbook reading and to help you to read more advanced writing in cognitive psychology, you will be asked to complete some Prep Guides. Each Prep Guide contains open-ended questions pertaining to the week's assigned reading, requiring a response of at least four sentences. Prep Guides are graded based on completion (not accuracy): attempt each question by writing the minimum required amount to receive full points for the assignment. Each Prep Guide is worth 40 points each for a category total of 200 points (40% of your course grade). Six Prep Guides are provided: five will be counted in your final grade, with your lowest

being dropped. Prep Guides are designed to encourage note-taking and close reading of the textbook chapters. We will give feedback on the Prep Guides to help you improve your understanding and writing.

Reflective Portfolio

The portfolio is a collection of artifacts from the course that you have improved and/or reflected upon. A complete portfolio is worth 200 points (20% of your final grade) and includes a revised Prep Guide (based on feedback; must be one you completed and did not skip); a follow-up Article Reaction (again, based on feedback and your improved understanding), and a reflective essay (written in response to provided questions). Portfolio components will all be bundled into one document or presentation: find a way to display your accomplishments in this course with some style, creativity, and pride. Click on "Portfolio" under the "Assignments" tab for more information, including a rubric, the reflection questions for the essay, technology resources, example, and the due date and time. There are no make-ups possible for this assignment because of my tight deadline for entering final grades. This assignment is completion-based and worth 100 points (20% of your course grade).

Course Policies

Contacting Me

To meet with me, drop into the Zoom office hours as listed above (you can keep your video off if you want): you do not need to message or arrange an appointment for these. If none of the office hours work for you, please email, suggesting a meeting time in your first message. You may call or text my listed phone number as well. You may also email at any time. I generally work 8-5 M-F and will be less responsive outside of those times. I may take one business day to respond to email, but strive to return calls and texts as soon as possible. I keep the ringer turned on my phone during office hours, but off the rest of the time, so I may be slower to respond. You may text in the evenings or on weekends, but I may be slower to respond than during my work hours.

Make-up and Late Work

Deadline dates and times are firm. If you experience significant barriers to submitting on time, please contact me as soon as possible about it. If it is close to or after the due time and you cannot reach me, feel free to submit it anyway and I can evaluate whether and how to award credit. I do NOT ask for documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot. Late policies vary based on the assignment type, but overall my late policy must be stricter in a short summer course due to the compressed schedule. It is easy to fall behind and hard to catch up if you submit anything late, as you usually need my feedback on the assignment before moving on to the next module's assignments. I will not grade Prep Guides or Article Reactions submitted more than a day late. If you are further behind than that, you can simply skip one of the assignments in each category instead of doing a make-up (which I do not allow for these assignments) because I will drop your single lowest grade from each category. Please let me know if you have extenuating circumstances (you do not have to go into detail; I trust you) that would prevent you from adhering to the course schedule and we could work on a revised submission plan. In some cases, it may be better to withdraw from the course and try again in the fall if life circumstances get you too far behind.

Grading

There are 500 points available in this course. The following table displays the number of points devoted to each type of assignment and its proportion of your final grade.

Assignment	Points	Number	Category Points	Percent of Grade
Prep Guides	40	5/6	200	40%
Article Reactions	40	5/6	200	40%
Portfolio	100	1	100	20%
Total			500	100%

Extra Credit

Varies

Varies

5

1%

I do not round final grades. Please let me know if and why you feel any grading or feedback is in error.

Extra Credit

You may earn extra credit by writing response papers to research articles (2 pts/paper), counseling hours (2 pts/session), writing response papers to podcasts (2 pts/paper), or for extracurricular work at my discretion. I will provide research articles for extra credit papers: to write a review of one, type at least two double-spaced pages summarizing the content of each major section of the article (e.g., Method, Discussion) and provide at least one critique of each section. For a podcast review, choose any episode of Invisibilia, Hidden Brain, or 10% Happier to listen to. Write a 2-page double-spaced paper summarizing the content of the episode and providing critique. These are completion-based papers and are meant to be equivalent effort to showing up to participate in research or counseling (because we cannot require you to do those and need to provide alternatives). Extra credit points are added to your Portfolio grade, but because the grading is based on total points, it does not matter where I add it. I will notify you where and when they get added. You may earn a maximum of 10 points of extra credit and the deadline to earn any points is the final exam day.

Course Calendar

Module	Week	Due Date	Topic(s)	Assignments	Reading
1	1	08/24-28	Introduction	CQ 1; PG 1	Syllabus; Ch 1
2	1	08/31-09/04	Brain & Cognition	PG 2	Ch 2
3	2	09/07-11	Attention	PG 3	Ch 3
4	2	09/14-18	Pattern Recognition	CQ 2	Ch 4
5	3	09/21-25	Short-Term Memory	PG 4; CQ 3	Ch 5
6	3	09/28-10/02	Long-Term Memory	PG 5	Ch 6
7	4	10/19-23	Language	CQ 4	Ch 9*
8	4	10/26-30	Language	Sci Comm	Ch 10**
9	5	11/09-13	Reason & Decision Making	CQ 6	Ch 12 [‡] ; Ch 13 ^{‡‡}
10	5	10/26-30	Final Assignment	Sci Comm	

* Skip pages 288-296 neuropsychology of language.

** Skip pages 319-336 from "Identifying the meaning of words" and begin reading again at "Reading Process."

‡ Read pages 396-419 (everything before Belief Bias).

‡‡ Read only pages 441-449 (Heuristics) and pages 463-470 (Randomness and Prospect Theory).

*The Portfolio is due at 11:59pm on Wednesday, 12/09.

Statements from Dr. Kirby

Diversity and Inclusion Statement

In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, or groups. This course should be a supportive, yet challenging place to learn for people of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, 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 early in the semester so that I may make appropriate changes to my records.

COVID-19 Statement

Texas Governor Greg Abbott issued Executive Order GA-35 on April 5, 2021, preventing the establishment of “vaccine passports” or allowing Texas businesses or public institutions from providing conditional service based on vaccinations. Similarly, on May 18, 2021, he issued Executive Order GA-36, preventing Texas governmental entities (including public higher education institutions such as UT Tyler) from requiring face coverings or any restricted activities due to COVID-19. Thus, neither the University of Texas at Tyler nor myself as an instructor are allowed to REQUIRE you to wear masks, socially distance, or receive any of the COVID-19 vaccines currently available in the United States. However, faculty are strongly encouraged by UT Tyler administration to educate and encourage regarding these activities. Some (smaller numbers of) vaccinated people can still get sick and pass their infection to others, especially since we have not reached (and may not reach) herd immunity in the United States. Vaccines work best when enough people are vaccinated so that those who cannot be vaccinated, or the smaller numbers of people who might still get sick despite the vaccine, can still be protected by everyone else. It greatly reduces spread. Masks also greatly reduce spread, so carefully consider the risk-benefit analysis to yourself and others even if you are already vaccinated: masks carry no risks to you or your immunocompromised neighbors, whereas new variants of the coronavirus may cause large spikes of infections, illness, disabilities, and deaths in the near future. If you are not vaccinated, masking and distancing are the strongest tools you have to protect yourself and others. Even if you are not worried about COVID, think about what a good job we have done of preventing flu deaths in the past year and a half! Children and elderly people typically die of the flu, but those were greatly reduced recently. I don’t know about you, but I am not eager to go back to breathing everyone else’s droplets and aerosols as much as I used to, and I am so happy not to have even had a cold since April 2019! Let’s care for each other using the simple measures we have available to us and promote the health of our campus and wider communities.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at

<http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- (i) "Cheating" includes, but is not limited to:
 - Copying from another students' test paper;
 - Using during a test, materials not authorized by the person giving the test;
 - Failure to comply with instructions given by the person administering the test;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
 - Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- (ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- (iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- (iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and

collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.