Syllabus

Course Information:
PSYC 4315.001 – COGNITIVE PSYCHOLOGY

Instructor Information:
Shelly Marmion, Ph.D.
Office: HPR 209
Office Hours: MW 1:00-2:00; TR 8:30-9:30
Telephone: (903) 566-7251   E-Mail: smarmion@uttyler.edu (best way to reach me!)

Teaching Assistant Information:
Holly Phelps
E-Mail: hphelps2@patriots.uttyler.edu
Office and tutoring Hours: TBA

TEXTBOOK: Cognition, 8th Edition by Margaret W. Matlin

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.

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:

At the end of this course you should be able to:
1. Describe the historical development of cognitive psychology (remembering).
2. Recognize and explain major terms and concepts in cognitive psychology (understanding).
3. Explain how different methods of cognitive research can be used as tools to understand mental processes
4. Describe the working of basic cognitive functions from an information processing perspective
5. Discuss the classic experimental findings relating to various cognitive processes such as attention and consciousness, perception, memory, imagery, language, thinking, problem solving and creativity, decision making, and metacognition.
6. For the above processes, compare and contrast alternative theories or approaches in terms of their underlying processes and performance predictions
7. Generate and explain examples that demonstrate or test theories or concepts within various cognitive domains
8. Explain the various neuroscience measures (CT scans, PET scans, fMRI’s) and how they are used to provide evidence for cognitive theories.
9. Describe the development of memory, metacognition and language across the lifespan.
10. Apply theories or findings to real world situations and to one’s own cognitive processes.
Getting Started in the Course:
We will make extensive use of our Blackboard course management system. Your first stop in Bb should be to visit the Getting Started page to review the full syllabus. After that, you will find the activities for this course can be found in each of the weekly modules. Go to the Modules page within the Bb course, find Week 1 Module and open it to find a list of the objectives for that chapter, a list of the tasks you should accomplish that week, including any assignments that are due, as well as links to the online lectures, videos and other resources for that week.

Course Policies

The Online Lectures. This course is mostly a “flipped” course. That means that the full lectures are taped (in the form of voice-overs on each of the powerpoint slides available in the Bb modules. Students are responsible for all information contained in them. A knowledge of cognitive psychology suggests several changes to the usual lecture structure. Research in Cognitive Psychology tells us that people have trouble comprehending multiple and competing sources of information simultaneously (see Chapter 2). Thus, the lecture slides used in this course have minimal written information, as the written word tends to compete with the lecture, or spoken information. They will contain visual images, however, that may help to make the information more distinct and memorable (see Chapters 5 and 6). The more associations you form to material you are learning, the more neural pathways there will be which give you later access to it (see Chapter 8). The lecture slides will be made available on Blackboard after each class, and will contain a voice-over summarizing the lecture points for each slide. You can and should take advantage of these voice-overs to take careful notes that correspond closely to the textbook material as well as material from other sources which may be tested on exams. This is essentially the same content that would be delivered if done so in class. Although small amounts may be delivered in class, you should make time to hear the rest online. However, because writing down every word in a lecture can be very time consuming, I am also making available the outline version of each chapter provided by the publisher. If you are not an A+ student who can simply read the book, understand and remember its content, you should consider these online lectures MANDATORY rather than optional.

Classtime. Attendance and participation in each class period is also mandatory. We will use this time to elaborate certain topics, and carry out various activities and demonstrations designed to make the material more concrete and relatable, and thus more memorable. Information presented through these means will be included in the material to be tested by exam.

Outside Assignments: Each week includes an assignment which is due to be submitted by the following Monday morning at 8:00 a.m. Assignments MUST be turned in by the due date/time for full credit. Assignments turned in late will be reduced in grade by 1 point per hour. There should be no confusion about whether an assignment is due and when it is due by: there is an assignment due each Monday at 8:00 a.m. except for Mondays following an exam.

Connectivity: Phones should be turned off when in class. If you use a laptop, tablet, or other device which connects to the internet, it should be employed only if you are directed to do so by the instructor. Use of such devices is a distraction to other students in the class and signals a disrespect of the course and instructor. You
may be asked to leave class if you are surfing, using social media, texting, or are otherwise disengaged from class activities.

**Tutoring:** Tutoring sessions will be available to students enrolled in this course. You are encouraged to take advantage of this if you are able. We will determine in class the best day(s)/time(s) for these sessions.

**Evaluation and Grading:**
Three exams will be worth 20% each for a total of 60% of the course grade. Combined homework assignments will comprise another 20%, and Attendance and Participation combined will be worth 20% of the course grade.

A = 90-100%
B = 80-89%
C = 70-79% * A grade of C or better is required to satisfy the degree requirements for psychology majors/minors
D = 60-69%
F= < 60%

Please be aware that if you are retaking the class to earn a higher grade, you must file for grade replacement at the beginning of the semester.

**Exams:** Exams will include information from lectures, textbook, and classroom activities. Reading the textbook is highly recommended as it allows presented material to be placed in proper context, so that learned constructs can be fully mastered and applied. Taking notes on the Ppt voice-overs is also highly recommended to prepare for exams.

**Make-Up Exam:** If a student needs to make up either of the first two exam, they will take a an alternative version following, and in the same exam period, as the final exam. Students should avoid the need for a make-up exam if at all possible.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Chapter</th>
<th>Assignments due by the next Monday morning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>1</td>
<td>1</td>
<td>Smarter Measure</td>
</tr>
<tr>
<td>Sept 2</td>
<td>2</td>
<td>2</td>
<td>Distance cues assignment - Tumblr</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>3</td>
<td>Stroop effect test results</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>4</td>
<td>Working memory test results</td>
</tr>
<tr>
<td>23</td>
<td>5</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>5</td>
<td>Implicit Associations test results</td>
</tr>
<tr>
<td>Oct 7</td>
<td>7</td>
<td>6</td>
<td>Metaskills assessment</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>7</td>
<td>Online spatial tasks</td>
</tr>
<tr>
<td>21</td>
<td>9</td>
<td>8</td>
<td>Map task - Tumblr</td>
</tr>
<tr>
<td>28</td>
<td>10</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>Nov 4</td>
<td>11</td>
<td>9</td>
<td>Bartlett—discussion board</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>10</td>
<td>Haiku—Tumblr;</td>
</tr>
<tr>
<td>18</td>
<td>13</td>
<td>11</td>
<td>Torrance circles--Tumblr</td>
</tr>
<tr>
<td>Dec 2</td>
<td>14</td>
<td>12</td>
<td>Consumer style test</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Dr. Marmion’s Additional Course Policies & Tips

- Read the book. LISTEN TO THE LECTURES!
- If you have a question and there is good reason to believe the answer is in this syllabus document, do not email me; check the syllabus first. If you can’t find the information, or do not understand, then contact me. If you email me to ask something like ‘When is Exam 2?’ I will respond “Check the syllabus.”
- When you email me, or any of your instructors, do so in a respectful way. “hey – i slept thru class, could you tell me what I missed?” is not an appropriate email. Always include your name and indicate what class you are in. Use complete sentences. Use punctuation appropriately. Address me as Dr. Marmion—I worked too hard on that Ph.D. to be called Ms. Marmion. I have not been Ms. Marmion for well over 30 years.
- Always feel welcome to talk to me before/after class if you have a question/issue/concern. If you need my full attention, please wait until I have finished shutting programs down and logging off the classroom computer. I will likely ask you to email me as well, so we both have documentation of your concern and my response so there is no confusion later. If you talk to me in the classroom or hallway, I will ask that you send an email, as I won’t be able to recall the details of your message or which student gave it to me.
- Read the book. Review what you have read. LISTEN TO THE LECTURES!
- I will not be providing you with a review document/study guide, though we will leave some class time before each exam to review some of the material. I do however suggest you make one for yourself. Making such a document is an excellent and “active” way to study, which will benefit you.
- When you study, do not treat my powerpoints as the end-all be-all of course material. Powerpoints are there to facilitate the lecture, not deliver the entire course content. The ppt lectures with voice-overs will cover about 90% of the material. Videos, class activities and demonstrations will also provide material to be tested. I will do my best to let you know if there are sections of the chapters covered that you do not need to study.
- When taking exams, you can leave when you turn in your exam. If you arrive late to an exam you can still take it, IF no one else has already turned in their exam. If someone else has already turned in their exam, you cannot take the exam and will receive a zero. You have only the class period indicated for the exam, so arriving late means having less time to complete it.
- Read the book, review what you have read, and test yourself on the material.
- Grades and general feedback for the Exams will be given during our next class period. For test security purposes, you will not receive the test itself back. You are however welcome to come to my office and look over your exams during my office hours if you would like.
- LISTEN TO THE LECTURES and take notes!
- I am human, I may occasionally make a mistake when grading. I may add up points wrong. I may enter the grade wrong into the grade book. If you feel any of these happened, PLEASE come talk to me. I’ll never take points away, so the worst thing that can happen is your grade stays the same.
- I curve exam grades so that the highest grade is 100%. If someone earns 100% it is unlikely there will be a curve.
- Read the book! LISTEN TO THE LECTURES!
INSTRUCTOR’S FINAL COMMENTS:

- As students and instructor, we each have responsibilities related to this course. I have spent much time in developing materials, examples and demonstrations for this course, and I will endeavor to help you comprehend the topics presented. I will try to always be on time, use the course time well, and provide straightforward evaluation methods. I will be attentive in the classroom and actively involved in the process in which we will be engaged. I will not use cell phones or otherwise allow my attention to be captured by activities or events unrelated to this course. If I employ a computer or other device in the classroom, it will be for the purpose of conducting the class. If someone else “has the floor,” I will endeavor to listen carefully and respond appropriately. I have laid out my plans in this syllabus, and will make changes only as needed and only with proper notification of students.

- As a student in the course, your responsibilities differ somewhat from mine, but also mirror them in many ways. I expect each of you to take seriously those responsibilities as if this is your primary job in which you wish to experience advancement (not just a small piece of your week). This would entail putting in sufficient time to do well, being present and actively engaged, turning off cell phones and using other technology only for course related activities. Such choices will optimize your chance for a successful grade and learning outcome for this course. This syllabus stands as our contract.

- I want you to succeed. If you are struggling, please come talk to me. Set up regular tutoring sessions with the teaching assistant. If you don’t communicate with me, I can’t do anything for you. Please understand, though, that if your problem is not having enough time to study properly for this course, there is little I can do to help. I also recommend that you access the document entitled “How to Study Psychology,” and follow the guidelines given.

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights 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 at 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 many 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% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section 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 or 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 Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@utttyler.edu

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 two 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 student 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 student’s 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 thing 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 resumes, 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 assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
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.

Tax, title and license not included. Your mileage may vary.