Syllabus

Course Information:
COGNITIVE PSYCHOLOGY
PSYC-4315.002  FALL -2015

Instructor Information:
Professor: Dr. Stanley Williams, PhD
Course Number: PSYC-4315.002
Class Hours: Tuesday 5:00pm-7:30
Office Hours: Immediately after class- time permitting, and by appointment
Office Telephone: 912-996-1328
E-mail: stanleywilliams@uttyler.edu

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.
2. Recognize and explain major terms and concepts in cognitive psychology.
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. Apply theories or findings to real world situations and to one’s own cognitive processes.
**Getting Started in the Course:** You should go to the Modules page on Blackboard, find the module titled “Chapters 1 & 2.” Click on that module to find two more modules inside for each of the chapters we will cover on day 1 of the class. Click on each of those to see the intro video, chapter objectives, tasks to accomplish, the voice-over PowerPoint lecture, the lecture podcasts, and videos (required and optional) for that chapter. For each class day, you will open a new module covering either one or two chapters. During the semester it is very important that you keep up with all assignments.

**Course Policies**

**Homework Assignments and Due dates:** Assignments will be explained during class. Assignments MUST be turned in when due. Late submissions will have points deducted for each day they are late.

**Lectures.** This course is to some extent a “flipped” course. That means that the full lectures are taped (in the form of voice-overs on each ppt slide) and available in the Blackboard modules and that class time will be used to review select information, and to engage in activities and demonstrations relevant to the chapter content. If you are not an A+ student who can simply read a textbook and understand its content, you should consider these lectures MANDATORY, rather than optional. It is not enough to simply look at the PowerPoint’s or just read the book or just show up to class.

Publisher’s resources. You are encouraged to make use of the student resources at [http://bcw.wiley.com/he-bcs/Books?action=index&itemId=1118148967&bcsId=7761](http://bcw.wiley.com/he-bcs/Books?action=index&itemId=1118148967&bcsId=7761) where you can find chapter outlines for each chapter, as well as self-quizzes using items from the same test bank the multiple choice items on your exams will come from.

**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 for class related activities. Doing otherwise is a distraction to other students in the class and signals a disrespect of the course and instructor. You may be asked to leave the class if you are surfing, using social media, texting, or are otherwise disengaged from class activities.

**Tutoring:** Several weekly tutoring sessions will be available to students enrolled in the two sections of this course. You are encouraged to take advantage of this, as needed.

**Evaluation and Grading:**
Two exams worth 25% each for a total of 50% of the course grade. 
Homework assignments in combination will be worth 20% of the course grade.
2 Quiz are worth 10% each and will be worth 20% of the grade
Attendance and participation combined will be worth 10% 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%
**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 the midterm exam, they will take a longer, comprehensive exam as their final exam; which will count for both exam grades

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<td>Overview</td>
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<td>Chapter 1 Part 1 An Introduction to Cognitive Psychology</td>
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<td>Chapter 1 Part 2 An Introduction to Cognitive Psychology</td>
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<td><strong>October 20</strong></td>
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<td><strong>December 8</strong></td>
<td>Final Exam</td>
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Dr. Williams’s Additional Course Policies & Tips

- Read the book. LISTEN TO THE LECTURES!
- Read the announcement for changes in syllabus (any changes will also be discussed in class)
- 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 Quiz 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.
- Always feel welcome to talk to me before/after class if you have a question/issue/concern. 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!
- 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 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 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.
- 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. 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@uttyler.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.

CEP 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.