Psychology 360.501: Cognitive Psychology
Fall 2019

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Office Hours: T – (1:45 pm – 4:45 pm), W – (11:00 am – 1:00 pm)

I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to schedule a specific time to electronically discuss issues either via chat, email, phone, etc. please send an email and we will find a mutually agreeable time to discuss your issues/concerns. I am here to help you, so please do not hesitate to contact me. I am also available by appointment.

Text: Reed: Cognition: Theory and Applications 9th ed., Cengage, 2013. I do NOT recommend purchasing a different version of the text. If you do purchase a different edition, there will be differences and the differences may be substantive which could affect your grade.

Here’s the Amazon site for rentals, e-textbook, used copies, etc.
https://www.amazon.com/dp/1111834547/ref=rdr_ext_tmb

I have not ordered the textbook at the bookstore and it is unlikely they will order it since there is not much money to be made on the old books.
WELCOME TO COGNITIVE PSYCHOLOGY. This course is designed as an introduction to the science of Cognitive Psychology including theory and research. Given the scientific focus, students sometimes are challenged by the details and precision necessary to understand the science.

The approach to be taken will view humans as complex Information Processing Systems (sort of like computers). Specifically, we will examine how such a system selects the type and amount of information to be processed (Chapter 3 – Attention), recognizes what information is being processed (Chapter 2 – Pattern recognition). The next section will explore where and how information is stored and retrieved (Chapter 4 Short-term memory and Chapter 5 Long-term memory). Further exploration of the system will reveal how different types of information are stored and organized (Chapters 6 – 8). In Chapters 9 – 11 we will examine language processing at several different levels. Finally, we will examine HOW the system is capable of completing very complex cognitive tasks including problem solving (Chapter 12) and decision making (Chapter 14).

There are NO required on campus meetings.

PSYC 3360 “Cognitive Psychology” (3 credits) is designed to introduce students to the field of cognitive psychology by covering current theory and research in the psychology of thought with an emphasis on human information-processing system including perceptual processes, attention, memory, language, categorization, imagery, problem solving and decision-making. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

Program Learning Outcomes:

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate/Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
</tr>
</tbody>
</table>
Student Learning Outcomes include:

- Be able to define cognitive psychology and what cognitive psychologists do.
- Discuss the history of cognitive psychology.
- Define and use basic cognitive psychological terms.
- Discuss the Information Processing Model of cognitive psychology
- Identify the basic theories of cognitive psychology through its evolution.
- Identify major contributors to the field of cognitive psychology and describe their work.
- Describe the application of theory to the major areas of psychological study.
- Discuss how major principles and theories can be applied to real life situations.
- Discuss the influence of pattern recognition and attention on information processing.
- Discuss the differences between short-term and long-term memory and how memory codes may be used to explain both.
- Summarize research on higher-level cognitive psychology including language, comprehension and memory or text, expertise, creativity, decision-making and problem solving.
- Evaluate the biological bases of cognitive psychology.

COURSE OVERVIEW

This course will include a variety of web-based activities. These activities are designed to add value to the knowledge you have gained during your reading of the chapters.

The timing of the course is intended to follow that of an on campus course. We will officially start our activity on Monday and finish Friday at midnight. The deadline for all activity (i.e., quizzes, discussions, etc) is **MIDNIGHT THE FRIDAY WE START THE CHAPTER** (see the course calendar on the D2L site for specific dates). Although there will be **NO official activity (by you or me) REQUIRED Saturday-Sunday**, you (as will I) should use the time to prepare for the upcoming week. You can complete an activity from the time it is made available to any time before the completion date for the chapter. Feedback will be provided following the deadline. There is a Final Examination which will be electronically proctored (see below for details). **The electronic calendar is the official calendar for the course.** The one appended is a tentative calendar.

The course is divided into 13 modules (one per week), each containing a chapter. In each chapter there will be a **professor’s comments section (some may call this a lecture) that must be read before you will be eligible to complete any of the chapter activities** (i.e., Chapter Quiz or Chapter Discussion). These activities include chapter quizzes, chapter discussions, and an electronically proctored Final Examination. Each of these is described in more detail below. We will be using D2L for the course activities.

Let me talk a little about the electronically proctored Final Exam. SFA (not me) has contracted with ProctorU to provide proctoring of online exams. SFA will cover the cost for the proctoring. **Therefore, I do not have a choice as the university has determined the provider.** If you have issues with SFA’s choice of providers, please seek out an alternative course.
Final grades will be based upon the TOTAL POINTS earned on the following areas.

**Discussions** 400 Points

In **at least** four modules there will be one discussion topic that will be posted. You will submit your response to the discussion via a private dropbox in the appropriate chapter. **You will NEED to read the Professor Comments for each chapter to see the discussion topic.** Also, there may be some discussions which require you to work with another person (not necessarily another student in the course), so waiting until near the deadline poses additional challenges.

**All** discussions are intended to **assess your understanding and synthesis of the chapter materials.** Passing grades will be earned based on how well your **original ideas** demonstrate your understanding and synthesis of the material from the text, the website, my comments, and any other sources of information.

That is, **FULL points will be earned if**

- Your submission demonstrates your understanding and synthesis of the chapter materials.

- Your submission is your “opinion” on a topic **WITH** a well-reasoned rationale based on specific, relevant, and meaningful course materials or other scholarly sources* to support your opinion.

*although there is no comprehensive list of **scholarly sources**, such sources generally will include journal articles, books, research monographs, etc (try Google Scholar or the original manuscripts often summarized in Psychology Today) **and not** Wikipedia, various websites (even Psychology faculty ones), discussion boards, etc. **If you’re not sure about a source and it did not come from Google Scholar, ask before you use it.**

**whereas NO points would be earned if**

- Your submission does not demonstrate an understanding and synthesis of the topic/concept (“I think STM is important. I’m not sure why, but it really seems to be an important topic in the IPM.”),

- Your submission is your “opinion” on a topic **WITHOUT** a well-reasoned rationale based on specific, relevant, and meaningful course materials or other scholarly sources to support your opinion.
- Your submission contains “texting” language. This is an advanced course, thus college level writing will be used including appropriate spelling, grammar, punctuation, capitalization, etc. The learning management system has a built in spell checker, please use it so you do not lose points.

You should compose your submission in a word processor, check it for spelling, grammar, punctuation, etc., (try Grammarly - https://www.grammarly.com/) save the file (MS Word), then submit your file in the appropriate Dropbox. That way you have a backup copy on your own computer in case of an emergency. You should also check out the free SFA Online Writing Laboratory (OWL).

Informal writing conventions such as (i.e., texting convention) “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” are NOT acceptable and will result in an automatic 0 for the discussion regardless of the content of your submission.

Your discussion will be graded as Pass, Pass/Fail, or Fail (2, 1, and 0 points, respectively). Contributions marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Fractional points may be deducted for submissions containing writing errors like those described above.

THE DEADLINE FOR SUBMITTING YOUR DISCUSSION RESPONSE TO THE APPROPRIATE DROPBOX IS MIDNIGHT FRIDAY OF THE WEEK WE START THE CHAPTER (Chapter 1 starts on September 2 and the deadline is midnight Friday September 6)
Chapter Quizzes

390 Points
The course has two types of quizzes: Practice and Chapter.

The Practice quizzes are intended to prepare you for the Chapter quizzes. They are similar to the Chapter quizzes in terms of content.

Given the intent of the Practice Quizzes is for you to have a tool to assess objectively your level of understanding without the pressure of the grade counting. To this end the following have been implemented.

First, you should be able to see the questions, your answers, and correct answers for each Practice quiz you complete. Having access to this information should provide you some insights on the topics/ideas/facts that you are and are not understanding. Armed with that information, I would encourage you to return to the chapter materials and see why your answer was wrong and to possibly explore the topic more comprehensively. And/Or, send me a note with the issues, what you think about the issue, and I will respond.

Second, I have limited the number of practice quizzes to 10 for each chapter. Having 10 attempts should provide the necessary insights into your learning.

Third, the Practice quizzes are not intended to be a review of the test bank, but rather to provide a window into your learning. Thus, I have set the minimum score for the first practice quiz at 30%, the second at 40% and the remaining attempts at 50%. If you do not earn the minimum score on each one, you then lose the ability to take any of the remaining Practice quizzes for the chapter.

Scores on the Practice quizzes DO NOT count directly towards your grade. However, you should use your performance on the Practice quizzes to help in assessing your understanding of the information. If you do not do well on the Practice quiz, re-read and review the information and reflect on why you were not able to correctly answer the questions. Although not required, it is recommended that you take the Practice quizzes until you earn a reasonable score before taking the Chapter quiz.

Your performance on the Chapter quizzes will be what is used to determine your Chapter quiz performance. All chapter quizzes are closed-notes/closed-book format. You will have 2 (two) chances to take each Chapter quiz with only the highest score counting.
Final Examination (210 Points)

The comprehensive and proctored Final Examination will be available at 12:01 AM the Monday of Finals week and must be taken by 11:45 PM on Wednesday of Finals week. **The final examination in the course will be electronically proctored.**

Let me talk a little about the electronically proctored Final Exam. SFA has contracted with ProctorU to provide proctoring of online exams. **I do not have a choice as the university has determined the provider so please review the ProctorU website so you know the testing requirements and what to expect (https://www.proctoru.com/resources/test-takers/live/).** If you have issues with SFA’s choice of providers, please seek out an alternative course.

Assuming your equipment, internet speed, testing environment meet the required guidelines for doing so, you are able to take the final exam on your own computer at your preferred private location (e.g., your house, not the local coffee shop). You can find out more about the technology and testing requirements and test your equipment and connection speed.

You will be confirming via a D2L “quiz” that your equipment is compatible with the requirements before committing to taking this course as there are no alternative formats available for taking the final exam. Confirming compatibility now will help us avoid issues at the end of the course. If you have issues with SFA’s choice of providers, please seek out an alternative course.

Other Activities

**Complete the Syllabus Quiz (available in the course site) and earn a score of 95 or higher. The quiz can be taken as many times as necessary to earn the required score of 95. Your score on the Syllabus Quiz DOES NOT count towards your grade.**

Go to the ProctorU website to ensure there will be no problems with your computer (**you cannot use a phone to take the exam**), ancillary equipment (e.g., camera, audio, browser plugins, etc), connection speed, testing environment, etc for the Final Examination and review the test taker resources available there. You will also need to confirm in D2L via a “quiz” that all of the above are compatible with the requirements before you can “start” the course.
Grading Scale

The total number of points you can earn in the course is 1000. Following are the grades associated with different levels of performance. The online gradebook will NOT be used. Instead I have loaded an Excel Spreadsheet that you can download and enter your scores that will keep a running total for you. I will provide a short video tutorial in the course site regarding how to use the gradebook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 600</td>
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</table>

You are expected to actively participate in class. You should expect to spend 2-3 times the amount of time in this course than in a traditional face-to-face course. In the past, students that have actively participated have done well; those that did not participate did not do so well.

Similarly, the deadlines are non-negotiable. It is understood that there may be issues that would cause you to miss some aspect of the course, but given the chapter information is available for the entire week, there should be some time, prior to the deadline, that you could complete your work. Waiting until the deadline to complete your work only increases the chances of a deadline becoming an issue. Moreover, it is better to address an issue with me before a deadline passes instead of after.

EMAIL and communication

I will try to respond to email as soon as possible. I will respond to all substantive email (most within 24 hours) during the official class time Monday-Friday. Email received after Friday at midnight will receive a response at the latest by the following Monday.

PLEASE email me (in the course site) if you have any questions or are having any problems with the information being covered. If you do not receive an email response from me within 24 hours, please send an email follow up to mludorf.sfasu.edu@gmail.com. Please only use the @gmail.com email address if you do not receive a response in the course email system.

If you are having technical trouble with D2L, please contact student support at SFA Online – d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.
COURSE OUTLINE
A tentative course schedule, showing the Reed chapters and deadlines is presented below. Please look it over and ask any questions that you may have.

Please consult the course calendar for the most up to date (and official) information. The course calendar is what we will adhere to if there are any discrepancies between the syllabus and calendar.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Topics</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction*</td>
<td>September 2 – 6</td>
</tr>
<tr>
<td>2</td>
<td>Pattern Recognition</td>
<td>September 9 – 13</td>
</tr>
<tr>
<td>3</td>
<td>Attention</td>
<td>September 16 – 20</td>
</tr>
<tr>
<td>4</td>
<td>Short-Term Memory</td>
<td>September 23 – 27</td>
</tr>
<tr>
<td>5</td>
<td>Long-Term Memory</td>
<td>September 30 – October 4</td>
</tr>
<tr>
<td>6</td>
<td>Memory Codes</td>
<td>October 7 – 11</td>
</tr>
<tr>
<td>7</td>
<td>Visual Images</td>
<td>October 14 – 18</td>
</tr>
<tr>
<td>8</td>
<td>Categorization</td>
<td>October 21 – 25</td>
</tr>
<tr>
<td>9</td>
<td>Semantic Organization</td>
<td>October 28 – November 1</td>
</tr>
<tr>
<td>10</td>
<td>Language</td>
<td>November 4 – 8</td>
</tr>
<tr>
<td>11</td>
<td>Comprehension and Memory for Text</td>
<td>November 11 – 15</td>
</tr>
<tr>
<td>12</td>
<td>Problem Solving</td>
<td>November 18 – 22</td>
</tr>
<tr>
<td>14</td>
<td>Decision Making*</td>
<td>December 2 – 6</td>
</tr>
</tbody>
</table>

*(includes dropbox discussion. Other chapters with discussions will be announced in the course site)
Below is a description of the different tools. Please look them over and feel free to ask any questions you may have.

**Course Tools**

<table>
<thead>
<tr>
<th><strong>Syllabus:</strong></th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (Learning Modules):</strong></td>
<td>This is really the heart of the course. Contained within this is the information from both the instructor and the text, along with excellent assessment tools for each chapter. Your learning plan should include processing and understanding of this information. Also you should feel uninhibited to review this material during the week.</td>
</tr>
<tr>
<td><strong>Calendar:</strong></td>
<td>Contains information about when we will be studying and discussing the different chapters. <em>It is important that you keep up with changes in the calendar, since it is the official calendar of the course. The calendar of events in the syllabus is only tentative.</em></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td>Email is the best communication device in the course. This will be the only email I will respond to. If you send something to my email @sfasu.edu or @gmail.com I will likely reply using the D2L email the first time. Subsequently, a response to email sent to my @sfasu.edu or @gmail.com accounts will be unlikely.</td>
</tr>
<tr>
<td><strong>Discussion (Dropboxes):</strong></td>
<td>Used in each chapter, the discussion topics are located in the Professor Comments in the Course Contents. You will submit your response to the appropriate dropbox.</td>
</tr>
<tr>
<td><strong>Checklists</strong></td>
<td>Use this page to view the checklists available to you. To view a checklist and check any of its items, click the checklist name. Let me give you a little tip here: One that is likely self-evident to everyone. You must log into and participate in the course to do well. One term when I taught a similar course there was a nearly +.87 correlation between activity level and overall grade. Points were NOT awarded for activity in general; rather students who logged into the course and participated did well. Those that did not log in and participate did not do well in the course.</td>
</tr>
</tbody>
</table>
Grades

Allows you to keep track of your grades. If you are not able to see a grade, please email me so that I can investigate why you're unable to see it.

Also remember you will need to take the grades from D2L and enter them into the Excel Gradebook I have created for you.

Classlist

This shows you who is online in case you would like to chat with them.

Quizzes

Shows you the live quizzes and surveys that are available for you to take. You can also see your responses on any given survey/quiz.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

I do not take kindly to ANY FORM of "Academic Misconduct" and will take necessary steps to insure none occurs. Each incident will be dealt with on an individual basis. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior (in policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

I reserve the right to change or modify this syllabus at any time throughout the semester. This is a tentative schedule and syllabus. The official ones are available when you log into the course.