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Office Hours: MWF 9:00-9:55; TTh 12:00-2:00.

Course Description: Examination of basic and advanced topics in cognitive psychology, including sensory memory, pattern recognition, divided and elective attention, traditional and connectionist models of memory, mental imagery, semantic memory, and language comprehension.

Texts. There is no textbook. However, there are about 35 articles available on D2L in tandem with video files that introduce each topic. The texts that drive the background I have developed through the video software are by Goldstein (2011) and Radvansky and Ashcraft (2013). They on the reference page of the syllabus. You are not required to buy them.

The articles vary in approach and length. Some are seminal articles that advanced new research, written for narrower academic audiences. Godden and Baddeley (1975) is an example. Others are expansions on this material and are designed for mainstream audiences. Certainly, the chapter from Malcolm Gladwell’s Blink (2005) was written for a mainstream audience.
Program Learning Outcomes: Students will be able to understand and apply psychological principles to comprehensive understanding of the major theories of cognitive psychology.

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<tr>
<th>Program Learning Outcomes (PLO)</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will be able to describe the history of cognitive psychology from the days in which it was eschewed until it regained prominence.</td>
<td>Basic</td>
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<td>The student will identify major brain structures in which cognitive processes occur.</td>
<td>Advanced</td>
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<tr>
<td>The student will be able to contrast bottom-up and top-down theories of processing.</td>
<td>Basic</td>
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<tr>
<td>The student will be able to contrast automatic and controlled processing.</td>
<td>Advanced</td>
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<td>The student will demonstrate knowledge of the Atkinson and Shiffrin (1968) model of memory with applicable examples.</td>
<td>Intermediate</td>
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<tr>
<td>The student will be able to incorporate modern research in the context of long-term memory and its fallibility.</td>
<td>Intermediate</td>
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<tr>
<td>The student will be able to describe the implications of the Collins and Loftus model with respect to knowledge and memory errors.</td>
<td>Mastery</td>
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<tr>
<td>The student will be able to discuss the relation between visual imagery and memory.</td>
<td>Intermediate</td>
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<tr>
<td>The student will be able to discuss modern perspective on reasoning and related errors in problem solving as described in classic literature and recent popular literature.</td>
<td>Mastery</td>
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Student Learning Outcomes

Define cognitive psychology and what cognitive psychologists do.

Describe the history of cognitive psychology.

Identify the basic processes of cognitive psychology through its evolution.

Use basic terms in cognitive psychology.

Discuss the Information Processing Model of cognitive psychology

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.

Describe how major principles and theories can be applied to situations.

Discuss the influence of pattern recognition and attention on information processing

Discuss the differences between short-term memory and long-term memory and how a levels-of-processing explanation might be used to explain both.

Summarize research on higher-level cognitive psychology including language, comprehension and memory or text, decision-making and problem solving.
This course is designed as an introduction to cognitive psychology in terms for theory and research. I begin with the placement of cognitive psychology in the history of psychology. For decades, research on cognitive processes was eschewed in favor of the observable on the recommendation of Watson and others.

From there, we will progress to readings on the biology of human cognition, perception, hemispheric specialization, memory, fallibility of memory, language, and the frailty of decision making.

**Reading:** Reading should be done before class to maximize your comprehension of the material and to facilitate your ability to contribute. I will have instructions for 11 reaction papers of which each student needs to complete eight.

**Video recordings:** In avoiding a textbook, I will need to augment the material in order to build a foundation for comprehension of the material. As the schedule indicates, I will have recorded a Panopto file before each class, preceding the material by a week. They will have general content and occasional experiment demonstrations.

**Exams:** There will be three noncumulative exams as the schedule indicates. Each weighs 100 points of the 500 total points. The tests will be completed online. I will use a mixture of short-answer, multiple choice, and the occasional drawing. For example, I anticipate that students would be asked to reproduce the Atkinson Shiffrin (1968) memory model.

If you miss an exam, which is strongly discouraged, I must have documentation justifying the absence. I must be fair to all students. The way to do that is to offer tests at the same time for everyone so that everyone takes tests with the same preparation and under the same conditions.
**Reaction papers:** Students will complete eight of 11 reaction papers. Each reaction paper should follow the following parameters, including single spacing. I will post detailed instructions for each reaction paper that could correspond to a reading or video clip as indicated on the schedule. The instructions for the first reaction paper due September 5 are posted to that page on D2L. Each set of instructions will precede the due date by at least one week.

Reaction papers should be about 500 words, which is one page, single-spaced, 12-point font. In paragraph form, they should address the major questions as posed on the instructions, but the paragraphs should not be enumerated. When citing the article at hand or any other article, please use APA style for citations. No reference section is required.

**In-class article presentation:** On November 14, each student will present an article of his/her choosing. The content of the article can be either a mainstream article, such as that written by Surowiecki or Gladwell, or an empirical article journal article that informs a major area of our conversation. The length of the talk would be about 10 minutes, so that we might address 8 talks in the time allotted November 14. I would prefer that students use PowerPoint in order to show major findings or descriptions of the article.

However, each talk would have an introduction to the topic, the presented article’s relevance to that topic, and the details therein. Students will be very comfortable with this assignment within the first two weeks of class or so.

**Long-term paper due November 7:** I will have a formal rubric for the long-term paper. Essentially, the paper is intended to be a literature review written in APA style, of course. At the conclusion of the literature review, the student should propose a plausible new line of research in the spirit of the opening paragraphs of a thesis proposal.

Including the title page and 15 references, I anticipate a paper about 11 pages in length.

For example, a student could write a paper about the state of the field with respect to the IAT. At the conclusion, the student might make a recommendation for an entirely new study offering a new contribution with respect to method or interpretation.
Grading scheme:

Exams (three): 300 points (60%)
Reaction papers (eight): 80 points (16%)
In-class article presentation (one): 40 points (8%)
Long-term paper: 80 points (16%)

500 points (100%)

Class attendance policy: I sincerely hope all students will attend all classes.

Missed work policy: You must take exams and complete assignments at scheduled times unless the miss can be justified with documentation. Stephen F. Austin State University’s “excused absences policy” is below.

Excused absences policy:
(http://www.sfasu.edu/policies/class_attendance_excused_abs.asp) Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. Students are responsible for notifying instructors in advance for excused absences when possible.

Students are responsible for providing satisfactory documentation in a timely manner to the instructor for each absence. Whether absences are excused or unexcused, a student is responsible to course assignments. Students with excused absences may be permitted to make up work for a maximum of three weeks’ of absences during a semester, depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.

In the case of absences caused by participation in university sponsored events, announcement via mySFA will constitute official notification. Faculty members sponsoring activities that require students to be absent from other classes must submit to the provost an explanation of the absence, including the date, time, and alphabetical listing of all attending students. If approved by the provost, this information will be posted by mySFA.

Withheld grades semester grades policy (A-54):
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 semesters, 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/.

Disputes about course grades:
Please refer to university policy at http://www.sfasu.edu/policies/academic_appeals_students.asp.

Course schedule: On D2L is a rather exact course schedule. Because it is so exact, and our progress may vary from what I anticipate, that schedule may change. I vow to make class as predictable as possible and I will be explicit about our progress and scheduling changes as each class progresses.

The academic-honesty policies of SFA dating through Spring 2023 have been replaced by language used by the University of Texas as part of our new partnership. They are as follows, pertaining especially to plagiarism.