

Fall 2016

Instructor: Dr. H. Intraub

Cognition: PSYC 340 Class Time and Contact Information

Class Time & Location: Gore 303 T/THU: *Section 10* 12:30-1:45; *Section 11* 2:00-3:15

Important: attend and take exams in your scheduled section only!!

Instructor:

Dr. Intraub
Wolf Hall 229
intraub@udel.edu
Tues 3:30-4:30
Th 4:00-5:00

Section 10 TA:

Irem
Wolf Hall 436
iyildirim@psych.udel.edu
Wed 9:00-11:00

Section 11 TA:

Steve Beighley
Wolf Hall 436
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Fri 2:00-4:00

Welcome to Cognition: Overview

Cognitive Psychology is a core discipline with Cognitive Science. Our class encompasses topics in perception, attention, memory, imagination, knowledge representation and language. Through lectures, readings and in-class experiments and demonstrations, we will evaluate competing theories, experimental rationales (reasoning) and the implications of this basic cognitive research for everyday life. My goal is for you to master course content, develop an appreciation for the field, and in the process hone your logical thinking and writing skills as we explore the functions of the human mind and brain.

To get the most out of the course (and to do well on exams!!), it is **critical** to read the scheduled assignment **IN PREPARATION** for each lecture. Read actively: i.e., reread confusing sections, and ask questions in class or in office hours. Make a real effort to participate in class discussion. Most readings are in the text, other readings will be available in PDF format on the course website. Be sure to bring your iclicker to every class (it is ok to use iclicker 1 or iclicker 2)

TEXT: Reisberg, D. (2012). Cognition: Exploring the Science of the Mind (Fifth Edition). Norton: NY.

iclicker: University supported clicker (iclicker 1 and iclicker 2 are both ok for this course)

Approach for Best Learning Experience

- Readings posted in advance/Read in *preparation* for each lecture (review later)
- Read *actively* – Think and question – **Re-read if not sure/raise questions in class or office hours!**
- *Active* Lecture Processing & Class Discussion: Please see “Laptops” section
- Weekly clicker quizzes/ immediate feedback & good prep for mult-choice part of exams
- Essay Clinic (Assignment & Associated Class); important prep for exam essays
- Attend review prior to exams & in-class feedback after the exams
- Office Hours – Come see us! You can go to any of our office hours for assistance. (The only exception is that to review your exam you must see your TA first.)
- Help support a great class room environment – no texting, surfing web, facebook etc. You’re here to learn not only from lectures but from each other’s questions and answers. Please don’t hesitate to raise your hand to ask a question or raise a point during the lectures.
- I won’t keep you late – please don’t disrupt others by leaving early or unnecessarily walking in and out of the classroom during lecture. Thank you!

Calendar of Readings, Lectures & Exams

<u>Date</u>	<u>Topic</u>	<u>Readings due by:</u>
8/30	Orientation & History 1: Perspectives on a Science of the Mind	
9/01	History: Perspectives on a Science of the Mind II	CH 1
9/06	Neural Basis of Cognition I	CH 2 (29-56 top)
9/08	Neural Basis of Cognition II	CH 2 (56-to end of chapter)
	ESSAY CLINIC ASSIGNMENT on Sakai	Assignment is open: <i>Follow instructions and submit via Sakai Class Website (only) by 11:59 pm on 9/13</i>
9/13	Perception: If a tree falls in the forest...	Ch 3 (75-88) Reminder: if you haven't yet submitted the assignment, submit via class website by 11:59 after class
9/15	In-Class Essay Clinic: Important not to miss class	Bring print-outs to class!! (Go to Assignments on Sakai – the printouts are clearly noted)
9/20	Visual Perception I: Word Recognition	CH 3 (88-104) Send me your question(s) for the student-directed review by 11:59 (Go to Assignments in Sakai)
9/22	Review for Exam 1 – Student Directed	
9/27	EXAM 1 (Covers all Readings and Lectures)	
9/29	Visual Perception II: Object Recognition	CH 3 (104-116)
10/04	Attention I: Selective Attention	CH 4 (116-129)
10/06	Attention II: Divided Attention Go over Essay from Exam 1	CH 4 (145-157) & PDF:Sana et al. (2013)
10/11	Attention III: Priming (Posner & Snyder)	CH4 (129-145);(157-159)
10/13	Memory Models I: Modal Model (Includes discussion of amnesia case study HM)	CH5 (161-178); CH 1 (bottom 6-7: amnesia)
10/18	Memory Models II: Levels of Processing	CH 5 (178-197)
10/20	Memory Retrieval/ Source	CH 6 (199-204; 218-224) Send me questions for review by 11:59 pm on Oct 23rd

10/25	Review for Exam 2 – Student Directed	
10/27	Exam 2: Covers all readings & lectures since last exam	Exam 2
11/01	Memory/Schema and Experiments	CH 7 (237-256)
11/03	Boundary Extension: An “Adaptive” Memory Error	CH11 (“Memory for pictures”; 390-393); PDF: Mullally, Intraub & Maguire (2012)
11/08	UD Classes Suspended for Election Day – No Class	
11/10	Visual knowledge I	CH 10 (363-379 up to “Individual Diffs.”)
11/15	Conceptual Knowledge	CH 8 (283-311)
11/17	“Stranger in the Mirror”	Review CH2 (51-52) “Association Areas”; and Ch3 (104-108; Recognition by Components
11/22 & 24	No Class on these days: HAPPY Thanksgiving Break – Break covers the full week –	Send me your directed-review questions any time this week or earlier for Exam 3
11/29	Review for Exam 3 – Student Directed	
12/01	Exam 3: Covers all readings & lectures since last exam	
12/06	Course overview: Integrating Topics - Final Clicker Quizzes (covering Sections 1 and 2 of the course)	
12/08	Final Class of the Semester Discussion of Final Course Grades/Opt Final Review	

Optional Final Exam. If you want to leave open your opportunity to exercise this great option you must plan to be here during the University Scheduled finals week – **it is the only time that the optional final will be given.** The date is not under the control of your instructor. The University will post the time and place for our OPTIONAL FINAL early in the semester.

Important Note to All Students: The syllabus is like a contract. The course contains multiple opportunities for learning and grade improvement. Final course grades are calculated as you see here – for everyone. I will not switch things around on you – adding new requirements. And you don’t have to worry that I will cut “secret deals” with some students behind closed doors. If a student contacts me, asking me to change their grade, or provide them with different grading alternatives (like, for example, the student who asked if I’d raise his grade if he’d wash my car! Or take another test – or hey, why not just add a point) I will simply point them to this section of the syllabus. If you have a friend in class who is not invested in the course, and you suspect they think they can wrangle some ‘special deal’ in the end -- Please advise them – the course grading scheme is given right at the start; and it applies to everyone, equally.

Exams, Quizzes & Final Grade Calculation

1) Three In-Class Exams (Multiple Choice & Essay)

Each of the 3 in-class exams includes a **multiple choice** section and an **essay** section. Each test covers the lectures and readings tied to that section of the course.

The multiple choice section provides covers the readings and lectures for that third of the course. The weekly *quizzes* will provide you with early feedback about your multiple choice performance. If you on the first quizzes you are giving incorrect answers to multiple choice questions use that as a cue to come in to office hours (mine or the TA's) so that you can adjust your approach to these topics and do well on the exam.

The essay questions requires a more *in-depth* focus on material. To help you prepare for this section I will provide you with special instruction and feedback in the ESSAY CLINIC in class (date is in calendar of dates presented earlier). The essay section includes directed writing that will focus on particular experiments, methodologies, and theories covered in the readings and in class. For example, you could be asked to describe experimental methods & rationales in your own words, make connections between data and theory, and either alter a known design or create a new design for an experiment to achieve a particular goal.

2) Clicker Quizzes (Multiple Choice): To accommodate sick days, forgotten clicker days, days you are not prepared, I include four additional quizzes beyond what you need – your grade will be based 8 quizzes. If you take more than 8, your grade will be the average of your best 8 grades. So whether you just had a bad quiz day, or just missed class it doesn't matter – your Quiz Grade reflects only 8 quizzes.

2) Final Course Grades

At minimum, your final grade is based on: 3 In-class Exams and your Quiz Grade, weighted as described in the chart that follows. If you do well, you can opt to not take the final – you can accept your final course grade AS IS.

OR... You can take the Final to try to raise you grade. If your performance on in-class exams & quizzes can benefit from improvement, you should take the final exam. Given only during Finals Week at the assigned time, it is a cumulative final (multiple choice). It is heavily weighted so that with serious study, you can indeed improve your final grade!

If you opt to take the final do you need to worry that you might actually pull your grade DOWN? No, you will not be penalized for trying. If you take the optional final and it hurts your grade, IT WILL BE DROPPED, and your grade will be based *only* on the 3 in-class Exam and Quiz Grade. Therefore, the final exam is truly an opportunity – it cannot hurt you – but, because it will have a lot of weight, with proper study throughout the semester, and re-studying material you had problems with on the in-class exams it can help your grade – A LOT! Note -- Last minute studying for the final will almost certainly yield the same grade you received without the final. To get the benefit you need to prepare.

Course Grade Calculation without and with the Optional Final:

	<u>W/Final</u>	<u>W/OUT Final</u>
Exam 1	21%	30%
Exam 2	21%	30%
Exam 3	21%	30%
Quizzes (Clicker: Multiple choice)	7%	10%
Cumulative Final Exam (Optional)	30%	---

Best Course Strategy: Throughout the course *plan to take the final* – follow-up on opportunities to **go over your exams promptly** and **review information you had difficulty with right away**. Monitor your quiz performance (it will provide you with important feedback) and try to maintain an excellent quiz grade. This is an early indicator of your performance – come to any of our Office Hours with context questions and to discuss your study methods if this early indicator raises red flags. That way you can correct things PRIOR TO the EXAM 1 and do well.

Be sure to complete the Essay Clinic Assignment on time and to attend the Essay Clinic Class (listed on the Class Calendar). This will help you to prepare for the essay exams, but also provides feedback intended to help you hone your writing skills more generally. Making a good argument that marshals data clearly and concisely is important not only in class, but out in the world. You will also learn how to grade these exams yourself, giving you full insight into my grading scheme before the first EXAM.

Every week in our office hours, we are happy to talk to you and discuss topics you find particularly challenging. For students who need to raise a grade, and *take the initiative* to go learn material that they did poorly on the first time around -- the optional final provides an excellent “second chance” opportunity for grade improvement.

Worst Course Strategy: Failure to read in prep for lectures is a bad choice. Failure to seek assistance from the TA or from me in a timely fashion is a bad choice – because it limits how much we do to help you. Waiting until the day before the optional final to study for it – you really can’t cram in the whole class in a few days. So please use the BEST STRATEGY to take advantage of what we have to offer!

Make-up Policy:

1) Quizzes – I add extra quizzes to cover all types of problems (missed class, forgot clicker, clicker battery failure, illness, court date, oversleeping, just feel like missing class).

2) Exams –  **MAKE-UPS:** Due to the nature of the exams, make-ups are difficult to create and cannot be identical to the the in-class exams (for obvious reasons). A make-up exams can be arranged in cases of legitimate, documented excuses. Please email in advance of the exam if you are truly ill or if some other bad event has occurred and we will discuss documentation for your specific issue. Once I approve, the TAs will arrange a make-up time for the approved make-u.

3) Optional Final: This is a multiple choice exam that is administered only at the date and

time scheduled by the University during Finals Week. **The optional final is given only at this time.**

4) Exam Dates (Mark on your calendar first day of class – these dates are VERY important

Be sure to note the exam dates (listed above and in the final section of the syllabus ("Calendar of Lectures and Assignments")). I am providing the dates now, on the first day of class, so you can plan around them.

Course Laptop Policy

As discussed in class, I request that you do not use laptops in my classroom to take notes. I will make exceptions for students who use technology to compensate for disabilities. If you do use a laptop for note-taking, you must refrain from texting and web-surfing in class because of its distraction not only to you but to others. Multiple new studies show that not only does the use of laptops hurt student performance in college courses, but it clearly hurts the performance of nearby students. We will read and discuss these findings and others in class and in the section on attention. In one or two classes, laptops may be helpful and I will give you advance warning to bring yours when that is the case. If you have a disability requiring the use of a laptop for note-taking, or if this poses a problem for you for any other reason please see me, and I will work with you to arrange seating that is good for you and others.

Academic Dishonesty

Before leaving the section on grading, it is important for me to let you know that I feel very strongly about academic dishonesty. It is bad for the perpetrator (who fails to learn and compromises his/her integrity), bad for the majority of students in the class who are honest (by unfairly inflating the curve, and reducing morale), & bad for me (by damaging my trust in students). It is unethical for me to be judge and jury in a case of suspected academic dishonesty – it is unethical for me to “cut deals” with someone whom I suspect has cheated on a test or plagiarized a publication, website, another student... etc. on a paper. If you are having difficulty in the course, PLEASE come in for help. If you choose the dishonest route, University guidelines will be applied (see www.udel.edu/judicialaffairs and <http://www1.udel.edu/stuguide/16-17/code.html>); impartial judges hear all sides and any penalties and permanence of the penalty on your academic record will be determined. I write this as an assurance to students who are tired of working hard while others cheat, & as fair warning to any who consider cheating a good option.

CELL PHONES and all electronic devices must be turned off, unplugged from the ear and placed out of sight during quizzes and exams or this would force us to assume cheating. This rule is the best way to avoid any unfortunately misunderstandings. This is very important.