Fall 2014

Instructor: Dr. H. Intraub

Cognition: PSYC 340 Class Time and Contact Information

Class Time & Location:  Gore 304  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
Section 10 TA: Steve Beighley
Wolf Hall 229
intraub@udel.edu
Tues 3:30-4:30
Th 4:00-5:00

Section 11 TA: Lauren Swift
Wolf Hall 436
sbeighley@psych.udel.edu
Fri 3:00-5:00

McKinly 165
lswift@psych.udel.edu
Thurs 9:00-10:00 & 12:00-1:00

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)

licker: 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 multi-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.)
## Calendar of Readings, Lectures & Exams

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings due by</th>
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<tbody>
<tr>
<td>8/26</td>
<td>Orientation &amp; History 1: Perspectives on a Science of the Mind</td>
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<tr>
<td>8/28</td>
<td>History: Perspectives on a Science of the Mind II</td>
<td>CH 1</td>
</tr>
<tr>
<td>9/02</td>
<td>Neural Basis of Cognition I</td>
<td>CH 2 (29-56 top)</td>
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<tr>
<td>9/04</td>
<td>Neural Basis of Cognition II</td>
<td>CH 2 (56-58 up to lateral inhibition; and 64-72)</td>
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<tr>
<td></td>
<td>ESSAY CLINIC ASSIGNMENT on Sakai</td>
<td>Assignment is open: <em>Follow instructions and submit via the class website (only) by 11:59 pm on 9/09</em></td>
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<tr>
<td>9/09</td>
<td>Perception: If a tree falls in the forest…</td>
<td>Ch 3 (75-88)</td>
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<td></td>
<td><em>In-Class Essay Clinic: Important not to miss class</em></td>
<td>Reminder: if you haven’t yet submitted the assignment, submit it via class website by 11:59 after class</td>
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<tr>
<td>9/11</td>
<td></td>
<td>Bring print-outs!! (Explained in the Assignment instructions on website)</td>
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<tr>
<td>9/16</td>
<td>Visual Perception I: Word Recognition</td>
<td>CH 3 (88-104)</td>
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<tr>
<td>9/18</td>
<td>Review for <strong>Exam 1</strong> – Student Directed</td>
<td>Send me your questions 9/23!</td>
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<tr>
<td>9/23</td>
<td><strong>EXAM 1</strong> (Covers all Readings and Lectures)</td>
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<tr>
<td>9/25</td>
<td>Visual Perception II: Object Recognition</td>
<td>CH 3 (104-116)</td>
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<td>9/30</td>
<td>Attention I: Selective Attention</td>
<td>CH 4 (116-129)</td>
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<td>10/02</td>
<td>Attention II: Divided Attention Go over Essay from Exam 1</td>
<td>CH 4 (145-157) &amp; <strong>PDF</strong>: TBA</td>
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<tr>
<td>10/07</td>
<td>Attention III: Priming (Posner &amp; Snyder)</td>
<td>CH4 (129-145);(157-159)</td>
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<td>10/09</td>
<td>Memory Models I: Modal Model (Includes discussion of amnesia case study HM)</td>
<td>Page 161: Intro to Memory CH 5 (163-178); CH 1 (6-7: amnesia)</td>
</tr>
<tr>
<td>10/14</td>
<td>Memory Models II: Levels of Processing</td>
<td>CH 5 (178-197)</td>
</tr>
<tr>
<td>10/16</td>
<td>Memory Retrieval/ Source</td>
<td>CH 6 (199-204; 218-224)</td>
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</table>
10/21 Review for Exam 2 – Student Directed
Send me your questions 9/21!

10/23 Exam 2: Covers all readings & lectures since last exam

10/28 Memory/Schema and Experiments

10/30 Boundary Extension: An “Adaptive” Memory Error
CH 7 (237-256)

11/04 Visual knowledge I
CH 10 (363-379 up to “Individual Diffs.”)

11/06 Conceptual Knowledge
CH 8 (283-311)

11/11 Visual Imagery and Language: Dual-Coding?
PDF: Mullally, Intraub & Maguire (2012)

11/13 Review for Exam 3
Review for exam
& Prep for “Stranger in the Mirror”

11/18 Exam 3: Covers all lectures/readings since last exam
Exam 3

11/20 Movie: Stranger in the Mirror
Review CH2 (51-52) “Association Areas”; and Ch3 (104-108;
Recognition by Components

11/25 Integrating Topics: Course overview
Last Extra clicker quizzes (topics related to Exams 1 & 2)

11/27 No Class: HAPPY Thanksgiving Break!!

12/02 Final Class of the Semester
Discussion of Final Course Grades/Opt Final Review

Optional Final Exam Finals Week this year December 5-December 12. If you want to leave open your opportunity to exercise this 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!) 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

At minimum, your final grade is based on: 3 in-class exams and your Quiz Grade, weighted as described below. If you do well, you can opt-out of the final. These scores will determine your course grade.

If you would like to improve your 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). The exam tests understanding at the same level as the in-class exams and covers the same material. It is heavily weighted so that with serious study, it can change the final grade quite a lot.

Sometimes students worry about electing to take an optional exam, thinking "but what if instead of pulling my grade up, I do poorly and wind up pulling my grade down?" You will not be penalized for trying: if you take the final and it hurts your grade, IT WILL BE DROPPED, and your grade will be based only on the 3 in-class tests and quiz grade. Therefore, the final exam cannot hurt you -- but because it will have a lot of weight, with proper study throughout the semester, re-studying material you had problems with on in-class exams it can help your grade – A LOT! Last minute studying for the final will almost certainly yield the same grade you received without the final.

Course Grade Calculation

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<tr>
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<th>W/Final</th>
<th>W/OUT Final</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (Clicker: Multiple choice)</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Cumulative Final Exam (Optional)</td>
<td>30%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Best 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 and 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. 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 Strategy:** Failure to read in preparation for lectures, and waiting to read the assignments just before the exams 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. 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!

1) Three In-Class Exams (Multiple Choice & Essay): Exams 1-3

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 broad based coverage of the readings and lectures covered. 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 section includes short 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. The essay answers require a more in-depth focus on material. To help you prepare for this section I will provide you with special instruction and feedback (the “practice test” described in the previous section and listed in the syllabus).

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.

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! MAKE-UPS: Due to the nature of the exams, make-ups are difficult to create and can never truly match the exams taken in class. Make-up exams will be arranged only in cases of legitimate, documented excuses that are reported immediately. 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://www.udel.edu/stuguide/14-15/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 must be turned off, unplugged from the ear and out of sight during class - any CELL PHONE that is present in any way during an exam or quiz would force us to assume cheating. This is very important.