

PSY/CGS3361.001—Introduction to Cognitive Psychology: Conference Version—Fall 2007

Green Hall 4.204 Monday & Wednesday 2:30-3:45 PM

Professor Contact Information

Dr. Susan Jerger

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Prerequisites: PSY 2301 or CGS 2301

Course Description:

This course shares goals consistent with the lecture version of the course, but also has goals specific to the conference version of the course. The shared goals of the course are to study the mental processes that support people's acquisition and use of knowledge. Toward this goal, we consider the mental events involved in processing information, such as reading, writing, remembering, categorizing, perceiving, and attending. The additional conference-course goals are to promote the ability to express one's ideas more effectively; to advance one's critical thinking, reading, writing, speaking, and listening skills; to become more familiar with the logic of experimentation and the experimental approaches used by cognitive psychologists; and to promote independent scholarship.

Student Learning Objectives:

After completing the course, students should be able to:

- 1.1 Describe primary objectives of scientific psychology of describing, explaining, predicting, and changing behavioral and mental processes.
- 1.2 Demonstrate understanding of history of psychology, including methods of psychology, theoretical conflicts, and sociocultural contexts.
- 3.1 Use critical thinking to a) evaluate quality of information, including its source, context, and credibility; b) determine extent to which research findings support conclusions; and c) identify weak, contradictory, and inappropriate assertions.
- 3.2 Use critical thinking to a) evaluate whether research methods are appropriate for hypothesis/question, b) determine extent to which findings support hypothesis and explanatory contentions, c) evaluate whether conclusions are warranted, and d) evaluate strengths and limitations of research.
- 4.1 Demonstrate effective writing skills in various formats for various purposes (e.g., informing and evaluating), with professional writing standards (e.g., grammar and formality).
- 4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion and lecture) and for various purposes (e.g., informing, teaching, and explaining).
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.3 Describe how applying psychological principles can enlighten social issues and inform public policy.

Required Textbook:

Matlin, Margaret W. (2005). *Cognition*, 6th Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Other Important Resource

Strunk, W. & White, E. (2000). *The elements of style*, 4/e. New York: Longman. Originally published in 1918, this classic reference book is a must-have for students and conscientious writers. It details the elementary rules of English usage and principles of composition.

A dictionary. Get one and use it. Few people, for example, know what "ironic" means, but they still use the word. Don't be one of them.

A thesaurus. There is often one best word for a given situation. You know it exists, but you can't think of it. Don't compromise.

Some resources are available online at <http://www.bartleby.com>.

Exams and Assignments:

Requirements: The conference course format strives to enrich the meaningfulness of educational experiences by providing a means for students to become active, rather than passive, learners. Each student is required to complete weekly reading assignments, and bring questions and points of discussion about the readings to class. A one-page double-spaced written report on the weekly outside reading assignment may be turned in for credit. Each student is required to present two formal lectures from assignments in the textbook or outside readings for credit. The lectures must incorporate information from one outside resource that promotes enrichment of learning. Finally, each student is required to complete three examinations and a five-page term paper described below.

Term Paper : Writing assignments are viewed as important to achieving the goals of promoting critical thinking, advancing independent scholarship, and enriching the meaningfulness of the educational experience. Each student is required to complete a five-page, doubled-spaced paper on a topic from Matlin's text. The paper must 1) pose a question, 2) gather evidence that answers the question from three professional, governmental, or academic resources, such as research articles in journals, and 3) end by drawing conclusions based on the evidence. Evidence from professional, governmental, or academic websites may be

used, but freestanding websites, such as Wikipedia, are not acceptable. The format of the report should follow APA style.

Make-up Tests/Assignments: Make-up tests/assignments will be given only in the case of a documented serious emergency (e.g., you have a serious illness and have documentation from a physician, you must attend an urgent family event such as a funeral, or you have a police report documenting that you were detained the day and time of class). In the case of such an emergency, you qualify for an excused absence. Students should notify Ms. Ball or Dr. Jerger prior to the missed class. Students with excused absences may complete make-up tests and turn in missed assignments; it is students' responsibility to assure that exams/assignments are completed within one week of the scheduled due date. Make-up tests will not be administered to, and missed assignments will not be accepted from, students with unexcused absences, e.g., conflicts due to trips, doctor's appointments, etc. Assignments must be turned in directly to Dr. Jerger at the beginning of class; other students are not allowed to turn in assignments for absent students. Students who do not attend class and do not have an excused absence are not allowed to turn in the assignment due on that class date. Students who miss class are also responsible for obtaining and turning in future assignments on the due date. Tardy future assignments will not be accepted. A grade of zero (0) will be given for a missed quiz/tardy assignment that was not completed in accordance with class guidelines. Make-up assignments/tests will be designed to be more difficult and more extensive, to compensate for the advantage of greater study time.

Attendance

Each student's active participation, and the sharing of his or her questions/discussion points with other students, is critical to the success of a conference course. Attending classes is thus essential. More than two unexcused absences will result in a five-point penalty.

Grading Policy

The two formal lectures are worth a possible total of 10 points.

The examinations are worth a possible total of 65 points.

The term paper is worth a possible total of 15 points.

Weekly one-page written assignments are worth a possible total of 16 points.

Overall, 106 possible points may be earned. As you can see below, 6 of the points are discretionary. A student's grade for the course is determined by the total number of points earned. The conversion of numeric total points to alphabetic scores is as follows:

A = 90-100 points

B = 80-89 points

C = 70-79 points

C- = 65-69 points

D = 55-64 points

F = less than 55 points

All outside reading written assignments must conform to format specified in class handout

Date	Topic	Text (Outside Reading)
Aug 20	Overview/Introduction to cognitive psychology	Ch. 1 (Candrea, 2005)
Aug 22	Lecture and class discussion Hand in written page on outside reading (1 pt) (Required)	Ch. 1 & (Kellogg & Raulerson, 2007):
Aug 27	Perceptual processes: Object recognition S: _____ (5 pts)	Ch. 2 (pp. 32-53)
Aug 29	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 2 & (Ramachandran & Hubbard, 2003)
Sept 3	Holiday	---
Sept 5	Speech perception: S: _____ (5 pts)	Ch. 2 (58-64)
Sept 10	Attention: S: _____ (5 pts)	Ch. 3 (68-90) (x81-84)
Sept 12	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 3 & (Simons & Ambinder, 2005)
PAPER DUE (15 pts)		
Sept 17	Working memory S: _____ (5 pts)	Ch. 4 (98-109)
Sept 19	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 4 & (Strayer & Drews, 2007)
Sept 24	Working memory: Baddeley's approach S: _____ (5 pts)	Ch. 4 (109-120)
REVISED PAPER DUE		
TAKE HOME EXAMINATION – Due October 1, 2006 – 22 points		
Sept 26	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts) (Instructor: S. Ball)	Ch. 4 & (Garry & Gerrie, 2005)
Oct 1	Long-term memory: Encoding (Turn in exam) S: _____ (5 pts)	Ch. 5 (128-144)
Oct 3	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 5 & (Greenberg, 2005)
Oct 8	Long-term memory: Retrieval & autobiographical S: _____ (5 pts)	Ch. 5 (144-167)
Oct 10	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 5 & (Sangrigoli, Pallier, Argenti, Ventureyra, & deSchonen, 2005)
Oct 15	Memory strategies S: _____ (5 pts)	Ch. 6 (172-189)
Oct 17	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 6 & (Noice & Noice, 2006)
Oct 22	Structure of semantic memory: S: _____ (5 pts)	Ch. 8 (246-273)

Oct 24	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 8 & (Thompson, Emmorey, & Gollan, 2005)
EXAMINATION – 22 points		
Oct 29	Schemas and scripts, S: _____ (5 pts)	Ch. 8 (274-292)
Oct 31	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 8 & (Treffert & Wallace, 2002)
Nov 5	Language I. The nature of language S: _____	Ch. 9 (296-312)
Nov 7	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 9 & (Senghas & Coppola, 2001)
Nov 12	Language I. Basic reading processes and speech perception, S: _____ (5 pts)	Ch. 9 (313-328)
Nov 14	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 9 & (Zuberbuhler, 2005)
Nov 19	Language II. Speaking and writing S: _____ (5 pts)	Ch. 10 (332-349)
Nov 21	Happy Thanksgiving	No class
Nov 26	Lecture and class discussion Hand in written page on outside reading (1.25 pt) (Optional) S: _____ (5 pts)	Ch. 10 & (Pennebaker, 1997)
EXAMINATION – 21 points		

Candrea, K. (2005). The write way to succeed. *Legal Times*, 28.

Garry, M., & Gerrie, M. (2005). When photographs create false memories. *Current Directions in Psychological Science*, 14, 321-325.

Greenberg, D. (2005). Flashbulb memories. *Skeptic*, 11(3), 74-80.

Kellogg, R., & Raulerson, B. (2007). Improving the writing skills of college students. *Psychonomic Bulletin & Review*, 14, 237-242.

Noice, H., & Noice, T. (2006). What studies of actors and acting can tell us about memory and cognitive functioning. *Current Directions in Psychological Science*, 15, 14-18.

Pennebaker, J. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8, 162-166.

Ramachandran, V., & Hubbard, E. (2003). Hearing colors, tasting shapes. *Scientific American*, 288, 53-60.

Sangrigoli, S., Pallier, C., Argenti, A., Ventureyra, V., & deSchonen, S. (2005). Reversibility of the other-race effect in face recognition during childhood. *Psychological Science*, 16(6), 440-444.

Senghas, A., & Coppola, M. (2001). Children creating language: How Nicaraguan sign language acquired a spatial grammar. *Psychological Science*, 12, 323-328.

Simons, D., & Ambinder, M. (2005). Change blindness: Theory and consequences. *Current Directions in Psychological Science*, 14, 44-48.

Strayer, D., & Drews, F. (2007). Cell-phone-induced driver distraction. *Current Directions in Psychological Science*, 16, 128-131.

Thompson, R., Emmorey, K., & Gollan, T. (2005). "Tip of the fingers" experiences by deaf signers. Insights into the organization of a sign-based lexicon. *Psychological Science*, 16, 856-860.

Treffert, D., & Wallace, G. (2002). Islands of genius. *Scientific American*, 286, 76-85.

Zuberbuhler, K. (2005). The phylogenetic roots of language. Evidence from primate communication and cognition. *Current Directions in Psychological Science*, 14, 126-130.

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Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the

Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

