

# PSY/CGS 3361.001—Introduction to Cognitive Psychology: Conference Version—Fall 2013

Green Hall 4.208 Monday & Wednesday 2:30-3:45 PM

## Professor Contact Information

**Dr. Susan Jerger**

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Office hours: Monday and Wednesday 4:00-4:30 by appt.

## TA Contact Information

**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 promote independent scholarship; to promote professionalism, particularly understanding of professional standards and courtesies; and to become more familiar with the logic of experimentation and the experimental approaches used by cognitive psychology.

## 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. (2013). *Cognition*, 8<sup>th</sup> Edition. Hoboken, NJ: John Wiley & Sons, Inc. (ISBN: 978-1-118-14896-9)

## Other Important Resources

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 some weekly reading assignments. 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 one formal presentation on an outside reading and one bullet-point presentation on an assignment in the textbook for credit. Both presentations 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 will be given only

in the case of a documented serious personal emergency (e.g., you have a serious illness and have documentation from a physician, or you must attend an urgent immediate-family event such as a funeral). In the case of such an emergency, you qualify for an excused absence. To qualify for an excused absence, students must also notify Dr. Jerger prior to the missed class. ONLY students with excused absences may complete make-up tests; it is students' responsibility to assure that exams are completed within one week of the scheduled due date. Make-up tests will not be administered to students with unexcused absences, e.g., conflicts due to trips, doctor's appointments, a friend or non-immediate family member with problems, etc. If students miss their scheduled presentation to the class, no make-up assignment can be offered - the presentation cannot be made up. However, if students submit their powerpoint slides to Dr. Jerger by 9:00 a.m. on the scheduled day of presentation, their presentation will be graded by Dr. Jerger\_students may earn up to ½ of the missed points. Weekly assignments must be printed out and turned in by the beginning of class on the due date. Students who do not attend class on the due day of a weekly assignment may turn in the assignment, but the assignment must be emailed to Dr. Jerger before the beginning of class. Tardy weekly assignments will not be accepted. Students who miss class are responsible for obtaining and turning in future assignments on the due date according to the above guidelines. The term paper must be printed out and turned in to Dr. Jerger by the beginning of class on the due date. The term paper must also be submitted to turnitin.com by the beginning of class on the due date. Tardy assignments - including the term paper and presentations - will not be accepted. A grade of zero (0) will be given for a missed quiz or tardy assignment that was not completed in accordance with the 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 is critical to the success of a conference course. Attending classes is encouraged.

#### **Academic Integrity:**

Scholastic honesty from students is imperative. The value of an academic degree depends upon the integrity of the work done by students for that degree. Scholastic dishonesty includes, but is not limited to, the submission of material that is not one's own as if it were one's own work. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsification. Plagiarism (from the web, from publications, and from any other source including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). Using the work of another student or providing your work to another student, currently or at any point in the future, is considered unacceptable and also will be treated as plagiarism and/or collusion. This course will use the resources (among others) of turnitin.com, which searches a paper for possible plagiarism and is over 90% effective. Instances of possible

plagiarism that are not subject to review by turnitin.com are subject to review by the Office of Judicial Affairs and will be reported. Students suspected of academic dishonesty are subject to disciplinary proceedings.

#### **Research Exposure Credits**

All students enrolled in this core class must earn research exposure credits. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class. This handout is also posted on the BBS Forum eLearning site.

#### **Grading Policy**

The two presentations (7 pts: reading and 3 pts: bullet-point) are worth a possible total of 10 pts.

The examinations (20-22 pts each) are worth a possible total of 65 pts.

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

Weekly one-page written assignments (3 pts each) are worth a possible total of 15 pts. NOTE: You may earn a maximum of 15 pts even if you turn in all assignments and earn more

Overall, 105 possible pts may be earned. As you can see below, 5 of the pts are bonus or discretionary pts. A student's grade for the course is determined by the total number of pts earned. The conversion of numeric total pts to alphabetic scores is as follows:

A (including ±) = 90-105 pts

B (including ±) = 80-89 pts

C (including +) = 70-79 pts

C- = 65-69 pts

D (including ±) = 55-64 pts

F = less than 55 pts

Division within a grade level into pluses and minuses is based on the distribution of standard scores.

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

<b>Date</b>	<b>Topic</b>	<b>Text (Outside Reading)</b>
Aug 26	Overview/Introduction to cognitive psychology	Ch. 1(2-13,17-26)
Aug 28	Finish lecture and class discussion of Outside Reading and Handout	(Candrea, 2005)
Sept 2	Holiday	
Sept 4	Perceptual processes: Visual & auditory recognition	Ch. 2 (p.34-59) skip NSC
Sept 9	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Drew, T., Vo, M., & Wolfe, J., 2013).
Sept 11	Speech perception:	Ch. 2 (59-67)
Sept 16	Perceptual processes: Attention and consciousness	Ch. 3 (70-83; 86-90)
Sept 18	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Martinez-Conde & Macknik, 2008)
Sept 23	Working memory: Classic research	Ch. 4 (98-107)
Sept 25	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Mrazek, M., Franklin, M., Phillips, D., Baird, B., & Schooler, J., 2013).
Sept 30	Working memory approach (Baddeley)	Ch. 4 (107-122)
Oct 2	Finish lecture and review for test S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet)	
<b>TAKE HOME EXAMINATION Handed Out – Due October 14, 2013 – 20-22 pts</b>		
Oct 7	Long-term memory: Encoding	Ch. 5 (126-141)
Oct 9	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Kesebir & Oishi, 2010)
Oct 14	Long-term memory: Retrieval & autobiographical <b>TURN IN TAKE HOME EXAMINATION Due: BEGINNING OF CLASS</b>	Ch. 5 (142-167)
Oct 16	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Frenda, Nichols, & Loftus, 2011)
Oct 21	Memory strategies	Ch. 6 (170-188)
Oct 23	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Witthoft, N. & Winawer, J., 2013).
Oct 28	Structure of semantic memory	Ch. 8 (248-272)
Oct 30	Finish lecture and review for test	Ch.8

Nov 4	Class Discussion of outside reading Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Broaders & Goldin-Meadow, 2010).
<b>EXAMINATION – 20-22 pts</b>		
Nov 6	Schemas and scripts	Ch. 8 (272-293)
Nov 11	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	(Lilienfeld, Ammirati, & Landfield, 2009).
Nov 13	Language I. The nature of language	Ch. 9 (296-316)
Nov 18	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	Keysar, B., Hayakawa, S., & An, S., 2012).
Nov 20	Class activity: To be announced <b>BRING TOPIC OF TERM PAPER TO CLASS FOR APPROVAL</b>	
Nov 25	Fall Break	
Nov 27	Fall Break	
Dec 2	Language I. Basic reading processes and discourse (& speech perception) <b>TERM PAPER DUE BEGINNING OF CLASS (15 pts)</b>	Ch. 9 (316-333)
Dec 4	Finish lecture and class discussion Hand in written page - outside reading (3 pts) S: _____ (3 pts) (Bullet) S: _____ (3 pts) (Bullet) S: _____ (7 pts) (Reading) S: _____ (7 pts) (Reading)	McWhorter, J. Txtng is killing la JK!!! <a href="http://www.ted.com/taln_mcwhorter_txtng_is_g_language_jk.html">http://www.ted.com/taln_mcwhorter_txtng_is_g_language_jk.html</a>
Dec 9	Language II. Speaking and writing	Ch. 10 (336-354)
Dec 11	Finish lecture and exam S: _____ (3 pts) (Bullet)	
<b>EXAMINATION – 20-22 pts</b>		

(see next page for citations for outside readings)

- Broaders, S. & Goldin-Meadow, S. (2010). Truth is at hand: How gesture adds information during investigative interviews. *Psychological Science*, 21, 623-628.
- Candrea, K. (2005). The write way to succeed. *Legal Times*, 28.
- Drew, T., Vo, M., & Wolfe, J. (2013). The invisible gorilla strikes again: sustained inattentual blindness in expert observers. *Psychological Science*.
- Frenda, S., Nichols, R., & Loftus, E. (2011). Current issues and advances in misinformation research. *Current Directions in Psychological Science*. 20, 20-23.
- Kesebir, S. & Oishi, S. (2010). A spontaneous self-reference effect in memory: Why some birthdays are harder to remember than others. *Psychological Science*, 21, 1525-1531.
- Keysar, B., Hayakawa, S., & An, S. (2012). The foreign-language effect: Thinking in a foreign tongue reduces decision biases. *Psychological Science*, published online 18 April, DOI: 10.1177/0956797611432178.
- Lilienfeld, S., Ammirati, R., & Landfield, K. (2009). Giving debiasing away: Can psychological research on correcting cognitive errors promote human welfare? *Perspectives on Psychological Science*, 4, 390-398.
- Martinez-Conde, S., & Macknik, S. (2008). Magic and the brain. *Scientific American*, December, 72-79.
- McWhorter, J. Txtng is killing language. JK!!!  
[http://www.ted.com/talks/john\\_mcwhorter\\_txtng\\_is\\_killing\\_language\\_jk.html](http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk.html)
- Mrazek, M., Franklin, M., Phillips, D., Baird, B., & Schooler, J. (2013). Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering. *Psychological Science*.
- Witthoft, N. & Winawer, J. (2013). Learning, memory, and synesthesia. *Psychological Science*.

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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.***