



Psychology 402W
Cognitive Psychology, Fall 2022
Course Syllabus

Instructor: Leslie McCall, Ph.D.

Office: Online

Office Hours: by appointment

Online class

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Course Description:

Cognition involves the acquisition, storage, retrieval, and use of knowledge. If we use cognition every time we acquire some information, place it in storage, bring it out of storage, or use that information, then cognition involves the range of mental processes which include attention, perception, memory, imagery, language, problem solving, reasoning, judgment, and decision making, etc.

Course Objectives:

This course has two objectives. One is to introduce you to the theories, methodologies, and findings that comprise the field of cognitive psychology. This objective will be met through readings, class discussions and posts and exams. A second objective is to introduce you to the scientific process as applied to the field of cognitive psychology. This objective will be met through your identification of a question of scientific interest, reading research articles in professional journals, summarizing and integrating the experiments reported in those articles in a short review and paper. In addition to findings and basic tenets of the field, you will learn how questions of interest to cognitive psychologists are studied scientifically.

Program Learning Outcomes:

Outcome 1 - Students will demonstrate proficiency of knowledge in psychology through their exams

Outcome 2 - Students will be able to demonstrate appropriate ability to engage in scientific inquiry and critical thinking through their weekly discussion posts.

Outcome 4 - Students will be able to communicate in professionally appropriate ways. The program works to identify success in written communication through their document.

Required Readings

- E. Bruce Goldstein, *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience*, 5th Edition, 2019 Cengage, USA

Student Edition: ISBN: 978-1-337-40827-1

- and other readings as necessary for class paper and discussions.

Policy/Procedures regarding Exams:

A total of 2 exams will be given, a mid-term exam and a final. Both exams will include multiple choice questions and will be online exams. You may find that the lectures/discussion may not always coincide with what is in the textbook, you are responsible for both the material in the book and from the resources available (articles, discussions posts, etc.) on exams. **There is a no make-up policy for the exam. Unless you have been excused for an emergency or a college-sanctioned function BEFORE the exam you will receive a ZERO if you do not submit the exam at the scheduled time. Violation of Rule for the online exam will result in a zero for the exam. Be sure you understand your obligations.**

Rule # 1 The exam is an online exam. You are permitted to use any materials at your disposal in order to complete the exam (textbook, course notes, internet, etc.) with the exception of a fellow student. All work is to be your own.

Policy/Procedures regarding Discussion Posts:

You will receive your instruction via online module and demonstrate your comprehension through your participation online. Please post weekly responses to discussion questions in the discussion board each week by 6:00pm on Saturday. Also respond to at least one of your classmate's posts by way of refute or support. You may ask questions for clarification at any time via email.

Policy/Procedures regarding Presentations:

You will need to identify your topic of interest for your term paper. Guidelines with expectations regarding these papers appear below. Papers are due on the date arranged. In the event that you are not able to submit your paper on time, be prepared to forfeit a full letter grade.

Grading:

Weekly Discussion Posts	3 pts each x 8	24%
Online Participation (Response to class posts)	2 pts each x 8	16 %
Class Paper	20 %	
Mid-Term Exam	20 %	
Final Exam	20 %	
		100%

General Requirements and Expectations:

- *It is expected that you will have done the assigned reading *before* class.
- *It is expected you will find the issues to be fascinating and the course to be fun.
- *It is expected you will complete assignments and participate in online discussions. If you don't participate in class, you won't learn.
- *It is expected you will initiate discussions.

Percentile grades will be assigned a letter grade as follows:

A	= 90 -100
B	= 80 – 89
C	= 70 – 79
D	= 60 - 69
F	= below 60

Attendance and having done the assignments is not sufficient to count for participation. I expect all students to participate in the Discussion in ways that are appropriate to a College classroom. Grades reflect the quality of your work and how well you have mastered the material.

Plagiarizing is not acceptable. Visit www.plagiarism.org. Plagiarism will result in a grade of '0' for the assignment for the first infraction, and an 'F' for the course for the second. **NO EXCEPTIONS.**

*****Note:**

ALL PAPER MATERIALS FOR THIS CLASS ARE POSTED AND AVAILABLE AT ALL TIMES IN BLACKBOARD. THIS INCLUDES A COPY OF THIS SYLLABUS, AND ALL POWERPOINT PRESENTATIONS OF TEXTBOOK INFORMATION. HOWEVER, THERE MAY BE VIDEOS AND OTHER INFORMATION INCORPORATED INTO THE CURRICULUM THAT WILL ONLY BE AVAILABLE IN BLACKBOARD. NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.

The Coker College Writing Center is available to help you with any type of writing. Please take the time to utilize this wonderful resource that is offered to you. It is located in **the LITC**.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment? Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to? While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson, DeLoach Center, 2nd floor, mwilliamson@coker.edu, 843-383-8194 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Counseling Services (843-383-8040) or Coker's Student Health Services (843-383-8141).

Additional information is located under the Title IX section on the Coker website:
<https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/>.

Learning Support Services: Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, rrichardson@coker.edu) or Jennifer Rhodes (jrhodes@coker.edu) to provide the necessary documentation.

Plagiarism and Academic Dishonesty:

From the **Coker College Student Handbook**:

"Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Source Acknowledgement: All members of the Coker University community are expected to adhere to the strictest standards regarding acknowledgement of the use of another person's words, ideas, opinions or theories. Individual instructors and disciplines may employ different methods of citation and acceptable sources (e.g., Sources taken from the Internet may not be acceptable in some classes). It is the student's responsibility to be familiar with the guidelines for citation in their various courses.

- Direct Quotation. All verbatim quotations, regardless of length, must be appropriately footnoted or otherwise attributed to the original source.
- Paraphrase. To avoid using extremely long quotations, paraphrasing is recommended. Any paraphrased ideas or phrases must be appropriately footnoted or otherwise cited.
- General Acknowledgement. If a piece of academic work has been generally or specifically influenced by the words or ideas of another person, that source must be cited, even if quotation or paraphrasing of text is not employed.
- Collaboration. Only when permitted by the instructor are students allowed to collaborate with others in their work. If collaboration is permitted, the use of another student's ideas or work must be properly cited.

Students should contact their instructors for the specific standards and methods that might apply to individual academic assignments or courses. The information above should serve only as a general guideline for acknowledgment of sources at the University."

If you have questions, please ask me or consult the student handbook. Coker University subscribes to a plagiarism investigation service (Safeassign). I will routinely submit papers to this service via Blackboard.

If you plagiarize a paper or part of a paper in this class, the consequences could vary from failure on the assignment to failure for the course. I will decide the consequences based on the severity of the offence. All cases of plagiarism will be reported to the dean's office and put in your permanent file. In view of these consequences, I would advise that you check with me **before** you submit work if you think that there is any chance that you may have committed accidental plagiarism.

Asking a friend, a family member, or anyone else to revise any of your work is a form of academic dishonesty. You are responsible for completing every task related to any project assigned in this course. Do not jeopardize your course grade by "collaborating." Getting assistance from me or from a tutor at the Writer's Studio, however, is encouraged.

Guidelines for Term Paper:

Please consult this rubric for this assignment. This is the schema for how you will be graded – there will be no exceptions for presenters who do not follow these guidelines for preparation and the rubric for your paper

Steps :

One – Focus your topic

Each of the topics we will cover in class is identified with a very broad heading. Within these topics are a myriad of sub-topics. Focusing your topic is the only way you will be able to present a coherent succinct presentation within the time allotted.

For example:

Perception → Visual vs. Auditory (Haptic, Gustatory, Olfactory, etc.) perception

Visual Perception → color / motion / light / shape / depth / location / object recognition, etc.

Auditory Perception → frequency / amplitude / localization / speech sounds vs. non-speech, etc.

Auditory/Frequency perception → various experimental methodologies (experiments/ brain imaging), various populations (adults, infants), etc.

Two – Find 2 appropriate complementary / supplementary articles that you can understand (presentations with "I didn't completely understand the article, but..." will lose points) in *refereed journals* (see me for clarification – this *will* affect your grade).

Three – read and synthesize:

- a. introduction
- b. methods
- c. results
- d. discussion / conclusion

Four – prepare:

- a. 7-10 page coherent paper (no more. You will lose points for excessive length) paper hitting the highlights of the above sections of the articles. 12 pt. Times Roman font, 1.5 or Double-spaced. 1-inch margins
- b. *outline of your paper to be submitted (check for due date)*
- c. *bibliography / reference page to be submitted (check for due date)*

Your annotated bibliography will be evaluated based on the following criteria:

- a. Appropriateness of the research article to your topic
- b. Quality of the article summary (i.e., clarity, appropriate amount of detail, all sections covered)
- c. Use of APA formatting style. APA format 6.0.

You are expected to check for spelling and grammar, APA style, and the quality of your attempt at scholarly work.

Your paper evaluation will be based on the following criteria:

- a. Appropriateness of selected research articles to the topic
- b. Quality of presentation and discussion of themes from the research
- c. Degree to which the research is explained in lay language (i.e., non-scientific, but professional)
- d. Mechanical quality (APA formatting, citations, grammar, spelling, and structure)
- e. Overall professionalism of the paper (format, appearance, language, and content)

Plagiarizing is not acceptable. See below / visit www.plagiarism.org

Other Important Points:

Late assignments will not be accepted without approval. If late assignments are approved for being submitted electronically, they will lose percentage points. Submit all work, complete all Discussions and exams on Blackboard during the timeframe allotted.

E-mailing the instructor: If you need to e-mail me about this course, I expect an appropriate level of respect and formality in your language and your content. Please do not email me with questions that are readily available in this document, in our Blackboard space, or on the Coker website.

Library and Technology Check sheet

This class requires the following proficiencies:

- ☒ Word processing
- ☐ Spreadsheets
- ☐ Powerpoint
- ☒ Email/Internet use
- ☒ Basic research skills **APA 6.0 formatting help can be found in the APA manual and at <http://www.dianahacker.com/resdoc/>.**

This class requires use of the following library resources and services:

- ☒ In-class library orientation/bibliographic instruction
- ☐ Listening or viewing multimedia materials in the library
- ☐ Library reserve materials
- ☐ Specialized software (SPSS, C++, Java, etc.) : _____
- ☒ Other specific library resources (e.g. reading list, reference items, special database)
Details: PsychInfo, Psych Articles

COURSE SCHEDULE/OUTLINE/READINGS

Week:	Topic	Assignment
Week 1	Introduction to Cognitive Psychology Cognitive Neuroscience	Chapter 1 Chapter 2
Week 2	Perception Attention	Chapter 3 Chapter 4
Week 3	SHORT-TERM AND WORKING Memory Virtual Meeting (Monday 6:30pm)	Chapter 5
Week 4	Long-Term Memory: Structure ONLINE MID-TERM EXAM	Chapter 6
Week 5	LTM: Encoding, Retrieval, Consolidation Everyday Memory and Memory Errors	Chapter 7 Chapter 8
Week 6	Conceptual Knowledge Visual Imagery	Chapter 9 Chapter 10
Week 7	Language Virtual Meeting (Monday 6:30pm)	Chapter 11
Week 8	Problem Solving & Creativity	Chapter 12
	Last week of Term II – ONLINE FINAL EXAM	