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Course description: Cognitive Psychology is the scientific study of mental processes. Some of the main topics in this field are *pattern recognition, attention, memory, knowledge, problem-solving, and decision-making*. Also relevant are questions about the nature of *consciousness and relations between mind, brain, and behavior*. This course is an introduction to the major phenomena, research methods, and theories in Cognitive Psychology. In addition to lectures, this course has a required lab component designed to give you direct experience with a number of cognitive tasks and phenomena.

Textbook and required readings: The textbook is ***Cognitive Psychology: In and Out of the Laboratory (4th Edition)*** by K. Galotti (2008). You will also be required to read papers from the primary literature which are available on my website. Expect questions from both the text and outside readings on the exam. I *strongly* encourage you to read all assigned material *prior* to the class in which it is discussed; doing so will both make classes more interesting and will increase your ability to understand and retain the material. The lab will involve completing psychological experiments using *CogLab 2.0* which can be found at <http://coglab.wadsworth.com>. To use this site, you will need to purchase ***CogLab Online Manual Version 2.0, 4th Edition (with Access Code)*** by Francis & Neath (2007) as each manual contains a unique code for each student enrolled in the course. **IMPORTANT NOTE:** Do *not* buy a used CogLab manual; each code can only be used once.

Lectures and Labs: This course has both a lecture and a lab component. Lectures will be held Tuesdays from 8:00 to 10:45 am (S&B 216) and labs will be Thursdays from 8:00 to 10:45 am (S&B 223). Lectures will focus on discussion of the major concepts, methods, and theories of Cognitive Psychology. Labs will give you practical experience with many of the cognitive tasks discussed in the lectures, as well as the psychological research process (e.g., understanding experimental designs, managing data, graphing data, statistical analysis, data interpretation, etc.).

Grading: Final grades will be based on a total of 500 points: 300 from 3 exams (100 points each), 100 from 10 lab assignments (10 points each), and 100 from a research project. Grades will be assigned in the following way: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, etc.

Exams: There will be 3 exams, each worth 100 points. Exams contain a variety of testing formats (e.g., matching, diagrams, etc.), but primarily consist of multiple-choice questions and short essay questions. Make-up exams will be given only when a scheduled exam is missed due to an unavoidable (e.g., medical) emergency. If this happens, I will request documentation of the emergency.

Weekly Lab Assignments: *CogLab* experiments will be conducted during most lab periods so lab attendance is *critical*. After completing each experiment, you will be required to answer a series of questions about the experiment and/or to work with the data from the experiment. Your completed lab assignments are to be turned into the TA by **Friday at 5pm**; however, because lab assignments can be challenging, you are strongly encouraged to complete them during the lab period where you can receive guidance from me, your TA, and your classmates. Each lab assignment will be worth a maximum of 10 points.

Research Project: A fundamental component of scientific psychology is designing, conducting, and reporting experimental research. To give you first-hand experience in this process, each student will be required to conduct an experiment and present the results of that experiment in two ways -- as a research poster and as a written report. The poster presentation will be worth 40 points and will be part of a mini-conference that we will stage on **Tuesday, November 24th**. The research paper will be a more in-depth report of your experiment written in APA format. This paper will be worth 60 points and will be due during the last week of classes **by 5pm on Friday, December 4th**. I prefer papers to be submitted electronically, but will accept hardcopies as well. You will also have the opportunity to turn in a 1-2 page proposal outlining the experiment you intend to conduct **by 5pm on Friday, October 9th** so that I can give you feedback for improving your question and design. Please note that **no experiment can be conducted without my prior approval.**

Attendance. Lecture attendance will not contribute directly to your grade. However, exams will draw from both the readings and class lectures. Since I often lecture on topics that are not covered in the readings, it is strongly recommended that you attend all classes. As well, there will be a number of pop-quizzes each of which will be worth 10 extra-credit points. Quizzes will be unannounced and no make-up quizzes will be given. On days for which a pop-quiz is given, the quizzes will be handed out at the beginning of the class and you will have 10 minutes to complete the quiz. Students coming to class late will not be given extra time. Similarly, many of the lab assignments are challenging and many students will require guidance from me and the TA. Such one-on-one assistance will only be provided during class time.

Participation. Participation in this course, either by asking questions or contributing to class discussions, is not required but is strongly recommended and can "influence" your grade. Please participate!

Academic Honesty: The academic honesty policy of UNCW will be strictly followed in this course. Please consult the Undergraduate Catalogue or Student Handbook for specifics about this policy. In brief, neither cheating nor plagiarism will be tolerated in this course.

Campus Violence and Harassment: UNCW practices a zero-tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273, Campus Police at 962-3184, or Wilmington Police at 911. For University or community resources visit <http://uncw.edu/wrc/crisis.htm>

Learning Center. The Learning Center provides writing services with free one-on-one consultations for all students for any academic writing purpose. Consultations are led by faculty-recommended and trained peer tutors or professional tutors that help students identify areas to improve and develop specific revision plans. Students taking PSY410 might find this service useful for helping to produce a strong final paper or to simply improve your writing skills before you graduate. You can get more information at <http://www.uncw.edu/stuaff/uls/writing.htm>.

Final Note: My main goal is to help you succeed in PSY410. In addition to teaching you the concepts and theories relevant to Cognitive Psychology, I want you to leave this course with the skills necessary to think critically about information you encounter in your daily lives and to communicate your ideas effectively. These skills will be an asset to you in whatever career path you choose to pursue. Most of you will find this course challenging – psychological research *is* challenging. However, I hope you will also find the experience interesting and rewarding. Please feel free to contact me with any questions, concerns, or suggestions that will help you get the most out of this course. I'm looking forward to this semester – I hope you are as well!

Lecture Schedule (all dates & topics subject to change)

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
Aug. 20*	Orientation to Course (* <i>Thursday lecture</i>)	
Aug. 25	History of Cognitive Psychology	Chapter 1
Sept. 1	Neural Basis of Cognition	Chapter 2
Sept. 8	Pattern Recognition	Chapter 3
Sept. 15	Attention	Chapter 4
Sept. 22	EXAM 1	
Sept. 29	Short-Term & Working Memory	Chapter 5 & Engle (2002)
Oct. 6	Fall Break (no lecture)	
Oct. 8*	Long-Term Memory (* <i>Thursday lecture</i>)	Chapter 6 (pp. 183-202)
Oct. 13	Implicit Memory	Toth (2000)
	Distortions, Forgetting, & Amnesia	Chapter 6 (pp. 202-231)
Oct. 20	Semantic Memory	Chapter 7
Oct. 27	EXAM 2	
Nov. 3	Concepts and Categories	Chapter 8
Nov. 10	Imagery & Visual Knowledge	Chapter 9
Nov. 17	Judgment & Decision Making	Chapter 13
Nov. 24	Poster Presentations	
Dec. 1	Reasoning & Problem Solving	Chapter 11
Dec. 10	FINAL EXAM: Thursday @ 8am (S&B 216)	

Lab Schedule (all dates, topics, & assignments subject to change)

<u>Date</u>	<u>Topic</u>	<u>Lab Assignment</u>
Aug. 20	Orientation, CogLab, & Excel Tutorial	(1) Memory Data.
Aug. 27	Methods	(2) Signal Detection
Sept. 3	Neurocognition	(3) Brain Asymmetry
Sept. 10	Pattern Recognition	(4) Visual Search
Sept. 17	Attention	(5) Simon & Stroop Effects
Sept. 24	Research Project Overview & Guidance	
Oct. 1	Short-Term & Working Memory	(6) Memory & Operation Span
Oct. 8	<i>Long-Term Memory Lecture</i>	
Oct. 15	Long-Term Memory	(7) Remember/Know Task
Oct. 22	Implicit Cognition	(8) Implicit Learning
Oct. 29	Finalize Experiment for Data Collection	
Nov. 5	Data Collection Day	
Nov. 12	Imagery	(9) Mental Rotation
Nov. 19	Judgment & Decision Making	(10) Risky Decisions
Nov. 26	Thanksgiving Holiday (no lab)	

Critical dates

Aug. 20.	PSY410-001 begins.
Aug. 26.	Last day to drop without a grade.
Sept. 22.	EXAM 1.
Oct. 6.	Fall Break (no class).
Oct. 8.	Last day to drop without penalty ("W").
Oct. 9 @ 5:00 pm	Research Proposal (e-copy) due.
Oct. 27	EXAM 2.
Nov. 5	Data Collection Day.
Nov. 24	Research (Poster) Presentation Day.
Nov. 26	Thanksgiving Holiday (no class).
Dec. 4 @ 5:00 pm	Final Research Report (e- or hard copy) due.
Dec. 10 @ 8:00 am	FINAL EXAM.

Required Outside Readings

Engle, R. W. (2002). Working memory capacity as executive attention. *Current Directions in Psychological Science*, 11, 19-23.

Toth, J.P. (2000). Nonconscious processes in memory. In E. Tulving & F.I.M. Craik (Eds.), *Oxford handbook of memory* (pp. 245-261). Oxford: Oxford University Press.