### Cognitive Psychology

**Code**       PSYC 4315.001
**Term**       Fall 2023
**Instructor**  Dr. Lauren Kirby
**Department**  Psychology and Counseling
**Institution**  University of Texas at Tyler
**Format**     Face-to-Face

**Instructional Team Information**

|  | Preferred name and pronouns | Full name | E-mail | Phone | Office hours |
|---|---|---|---|---|---|
| **Instructor** | Dr. Kirby; she/her | Lauren Kirby | LKirby@uttyler.edu | 334-703-5635 | M 1-3pm W/F: 10-11am |
| **GTA** | Kyla; she/her | Kyla Kiser | KKiser@uttyler.edu | NA | TBA |

### Course and Meeting Information

This course is face-to-face meeting once per week on Tuesdays and Thursdays from 3-4:50pm in Stewart Hall Room 127. Assignments for each module (week) may be submitted any time after they become available and before their posted due dates. There are no timed exams, only "take-home" projects. This course requires on average 6-10 hours of work per week.

### Course Materials and Resources

**Required Textbook**

Pilegard, C. (2020). *Cognitive Foundations.* Merlot. PDF or Website (no ISBN). Creative commons license: CC-BY-NC-SA Retrieved from
https://www.merlot.org/merlot/viewMaterial.htm?id=773310412

**This textbook is FREE, but I am required to put this note here in the syllabus anyway by the University.** Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. **Instructor addition: You may also buy any binding format or electronic copy that you wish.**

**Recommended Website**

Purdue University Writing Lab. APA formatting and style guide (7th Edition). *Purdue online writing lab (OWL).*
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

**Canvas**

**Check the course Canvas page and your UT Tyler email daily** on weekdays. Your TA and I will communicate with you through Canvas announcements, UT-Tyler email, and pages and documents linked in the "Modules" and "Assignments" tabs. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and set up your notifications to "subscribe" to such announcements and comments from us so you will not miss anything. I give feedback on some assignments through the comments feature when you check your assignments through the "Grades" tab. You will find those in the same place you submitted an online assignment on the right-hand side reading "comments." I also may attach drafts of documents (.docx) with tracked changes and comments; make sure you know how to view tracked changes and comments in Word if they are not automatically visible for you when you first open the document.

**Microsoft Office**

**You will need to use Microsoft Office products** (Word, PowerPoint, and Excel) for some assignments. Do not use alternative programs such as Apple's Pages, Google Drive

documents, or any other formats. If you do not have Microsoft Office, please visit the following page for instructions for how to download it for free: https://www.uttyler.edu/it/office365/365-proplus-students.php. In case of isolation/quarantine due to illness (my isolation OR yours), you need a webcam, microphone, and familiarity with using Zoom. Webcams and microphones are built into some computers already, but not all. Please test your devices as soon as possible to make sure your work. I can set up a test Zoom call with you to help you. Even inexpensive earbuds have microphones on them, so please procure one. Please let me know if you cannot access a webcam, microphone, or any other technology for this class. This request needs to be made as early in the semester as possible so that shipping or any other logistics could be achieved on time.

## Course Catalog Description

An examination of the cognitive processes involved in human mentation. Includes the study of attention, perceptual processes, memory, knowledge representation, language, decision making and problem solving. Recommended: Prior completion of PSYC 1301 or equivalent.

## Student Learning Outcomes

At the end of this course you should be able to master course content (remembering and understanding) in major areas such as

- the historical development of cognitive psychology;
- methods of cognitive research;
- attention;
- sensation and perception;
- short-term, working, and long-term memory;
- memory biases, forgetting, and knowledge storage;
- language;
- problem-solving; and
- reasoning and decision-making.

## Assignments and Activities

### Quizzes

To assess your knowledge and help you keep up with the lectures and readings, you will be asked to complete some multiple-choice Quizzes on Canvas outside of class time. I offer 6 Quizzes, but your lowest one will be dropped automatically from the Canvas grade book.

### Prep Guides

To guide your textbook and article reading and to help you to read more advanced writing in cognitive psychology, you will be asked to complete some Prep Guides. Each Prep Guide contains open-ended questions pertaining to the week's assigned reading, requiring a response of at least four sentences. Prep Guides are designed to encourage note-taking and close reading to practice for larger assignments. Prep Guides are graded based on a combination of completion and accuracy. I offer 6 Prep Guides, but your lowest one will be dropped automatically from the Canvas grade book.

### Science Communication (SciComm) Project

Around mid-term, you will have the opportunity to demonstrate 1) your understanding of what you have read, 3) predict and evaluate the consequences of research, and 3) communicate in ways easily understandable to a non-expert audience, much as you might find yourself doing in your future career. You have two formatting choices—oral presentation or written article—and five choices of topics. You will be asked to write an article or record yourself giving an oral presentation explaining the purpose, methods, results, and implications of a single research article chosen from a provided list. You may present for 5-10 minutes or write a 600-1000-word article considered understandable by a general, non-expert audience (such as junior students, family members, coworkers, etc.). Both formats assess the same skills and require approximately the same length of content. You will develop and practice the necessary skills for

this project by completing the writing-related Prep Guides to the best of your ability and improving based on provided feedback. If you fail to submit the project by the deadline, or think you will struggle to meet the deadline, please contact me about it as soon as possible before the due date.

**Portfolio**

The portfolio is a collection of artifacts from the course that you have improved and/or reflected upon. A complete portfolio includes a revised Prep Guide (based on feedback; must be one you completed and did not skip); a Quiz commentary (explain the concepts of items you missed on a quiz), your revised Science Communication project based on feedback, and a reflective essay (response to provided questions). Portfolio components will all be bundled into one document or presentation: find a way to display your accomplishments in this course with some style, creativity, and pride. There are no make-ups possible for this assignment because of my tight deadline for entering final grades.

## Course Policies

**Make-up and Late Work**

I do not do deductions for late work; rather, I do not accept late work without being asked for permission before the deadline. I do not offer make-ups for completion assignments such as Prep Guides or Quizzes (this means I just do not accept late ones). You may get an extension on the Science Communication Project if you request it in a timely manner (before end-of-business/5pm on the due date). I do NOT require documentation for medical, family emergency, religious, or other excuses; however, I may ask for screenshots in the case of electronic submission errors to help troubleshoot.

**Grading**

The following table displays the number of assignments and their proportions represented in your final course grade.

| Assignment | Number | Percent of Grade |
|---|---|---|
| Quizzes | 5/7 | 30% |
| Prep Guides | 5/7 | 30% |
| Sci Comm Project | 1 | 25% |
| Portfolio | 1 | 15% |
| Total | | 100% |
| Extra Credit | Varies | 1% |

> **Commented [MOU1]:** Remove this and add quizzes instead.

**I do not round any grades. Please let me know in writing if and why you feel any grading or feedback is in error.** The grading scale is as follows:

- A = Excellent, ≥ 90%
- B = Good, ≥ 80% < 90%
- C = Fair, ≥ 70% < 80% (the lowest possible passing letter grade if this is a course for your major)
- D = Poor, ≥ 60% < 70%
- F = Fail, < 600 points
- I = Incomplete: Agreed upon and assigned if you stop participating due to some crisis (that you notify me about) and agree to finish the remainder of assignments within one year.

**Extra Credit**

You may earn extra credit by participating in extra research hours on SONA (2 pts/hour), writing response papers to research articles (2 pts/paper), counseling hours (2 pts/session), writing response papers to podcasts (2 pts/paper), or for extracurricular work at my discretion. I will provide research articles for extra credit papers: to write a review of one, type at least two double-spaced pages summarizing the content of each major section of the article (e.g., Method, Discussion) and provide at least one critique of each section. For a podcast review,

choose any episode of Invisibilia, Hidden Brain, or 10% Happier to listen to. Write a 2-page double-spaced paper summarizing the content of the episode and providing critique. These are completion-based papers and are meant to be equivalent effort to showing up to participate in research or counseling (because we cannot require you to do those and need to provide alternatives). Extra credit points are added to your Science Communication Project grade. I will notify you where and when they get added. You may earn a maximum of 10 points of extra credit (max of 1% of final course grade) and the deadline to earn any points is the final exam day.

**Course Calendar**

| Date | Week | Topic(s) | Assignments | Readings |
|------|------|----------|-------------|----------|
| 08/22/23 | 1 | Syllabus | | Syllabus |
| 08/24/23 | 1 | History and Research Methods | Q 1 | Ch 1 |
| 08/29/23 | 2 | Perception | | Ch 2 |
| 08/31/23 | 2 | Perception | PG 1 | Ch 2 |
| 09/05/23 | 3 | Attention | | Ch 3 |
| 09/07/23 | 3 | Attention | Q 2 | Ch 3 |
| 09/12/23 | 4 | Research and Writing | | Posted article |
| 09/14/23 | 4 | Research and Writing | PG 2 | Posted article |
| 09/19/23 | 5 | Research and Writing | | Posted article |
| 09/21/23 | 5 | Research and Writing | Q 3 | Posted article |
| 09/26/23 | 6 | Short-Term Memory | | Ch 4 |
| 09/28/23 | 6 | Short-Term Memory | PG 3 | Ch 4 |
| 10/03/23 | 7 | Long-Term Memory | | Ch 5 |
| 10/05/23 | 7 | Long-Term Memory | | Ch 5 |
| 10/10/23 | 8 | Science Communication | | |
| 10/12/23 | 8 | Science Communication | Project | |
| 10/17/23 | 9 | Memory Failures | Q 4 | Ch 6 |
| 10/19/23 | 9 | Knowledge | PG 4 | Ch 7 |
| 10/24/23 | 10 | Imagery | | On Canvas |
| 10/26/23 | 10 | Cognitive Development | Q 5 | On Canvas |
| 10/31/23 | 11 | Language | | Ch 8 |
| 11/02/23 | 11 | Language | PG 5 | Ch 8 |
| 11/07/23 | 12 | Reasoning | | Ch 9 |
| 11/09/23 | 12 | Decision Making | Q 6 | Ch 10 |
| 11/14/23 | 13 | Animal Cognition | | On Canvas |
| 11/16/23 | 13 | Disorders of Cognition | PG 6 | On Canvas |
| 11/28/23 | 14 | Work on Portfolio | | On Canvas |
| 11/30/23 | 14 | Work on Portfolio | | On Canvas |
| 12/05S/23 | 15+ | Finals Week | Final Portfolio | @ 11:59pm |