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Psychology 365

Cognitive Psychology

Winter 2015

<b>Instructor:</b>	Dr. Catherine Phillips	<b>Lecture Location:</b>	MFH 164
<b>Phone:</b>	403-220-8970	<b>Lecture Days/Time:</b>	MWF 11:00-11:50
<b>Email:</b>	ciphilli@ucalgary.ca	<b>TAs:</b>	Rozee Pereverseff
<b>Office:</b>	Administration 155A		Naomi Lee
<b>Office Hours:</b>	M 9:30-10:30 or by appointment		

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### Course Description

A survey of research and theory in cognitive psychology. Research in pattern recognition, attention, memory, language, thinking, and other cognitive abilities is explored, with discussion of associated brain mechanisms.

### Prerequisites

Psychology 200 – Principles of Psychology I  
Psychology 201 – Principles of Psychology II

### Required Text

Goldstein, E. B. (2015). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (4<sup>rd</sup> Edition). Belmont, CA: Wadsworth.

The textbook is available in the University Bookstore, packaged with a CogLab access code. If you are purchasing used materials, you must ensure that the CogLab access code was never activated or you must purchase an access code separately. A link to purchase an access code separately is available via email upon request.

It is also STRONGLY recommended that you obtain a copy of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.) as you will be expected to conform to APA format in all assignments you submit.

## Evaluation

Component	% of final grade	Date
3 Midterms	50% of final grade, each exam equally weighted	See schedule below
Final Exam	25%	TBD: From Apr 18-29
CogLab	5%	Throughout the term
Article Review	5%	Wednesday, Feb 11
Written Research Assignment	15%	Monday, Mar 30

### Term Tests & Final Exam (75%)

There will be three term tests and one final exam in the course. The three term tests are **not** cumulative, but the final exam **is** cumulative. Each test/exam will include multiple-choice questions and short answer questions, and will cover both lecture (including videos/demonstrations) and textbook material. Access to textbooks and/or class notes will not be permitted during any test/exam (including the final exam). A student obtaining a failing grade on any test/exam will *not* automatically fail the course; however, a student with a failing mark is strongly encouraged to contact the instructor of record to discuss strategies for success throughout the remainder of the course.

Test	Relevant chapters	% of final grade	Date
Test #1	Chapters 1 – 3	50% of final grade, each exam equally weighted	Monday, Feb 2
Test #2	Chapters 4 – 7		Monday, Mar 2
Test #3	Chapters 8 – 10		Monday, Mar 23
Final Exam	Chapters 1-13	25%	TBD: From Apr 18-29

### CogLab Participation (5%):

Throughout the semester you will participate in 10 hands-on cognition experiments that relate to textbook content, the assigned labs will be listed in a document posted on D2L no later than January 16<sup>th</sup>. Five of the labs will be randomly selected to count towards the CogLab participation grade (5 x 1%). Which of the assigned labs will be selected to count towards your final will not be announced in advance.

To complete these experiments, you will access CogLab online by signing in with the access code provided in your textbook bundle and with the group password provided by your instructor. You will complete each experiment no later than midnight on the night of the due date. The Coglab data will be used to demonstrate textbook phenomenon during class, so your data must be valid and must be saved appropriately in order to be included. Failure to complete the experiment by the time specified, or failure to save the data appropriately will result in a score of zero for that experiment.

### Article Review (5%)

One overarching goal of this assignment is to expose students to the range of topics covered by cognitive psychological research, the methodologies that are used when implementing these studies, and to provide practice finding reliable sources of information in psychology using the library databases. Critically reading and evaluating academic articles is a skill that all students, regardless of their discipline, should acquire during the course of their undergraduate education. The second overarching goal of this assignment is to provide students with practice writing an academic paper and with using the APA style of writing and referencing sources.

During the first week of class you will be assigned to a topic area for your article review that aligns with a textbook chapter (e.g., Chapter 9- Knowledge). A list assigning students to chapters will be posted by UCID on D2L. Students will be assigned a different chapter for the article review than for the written research assignment.

You must select a research finding from the assigned chapter in the textbook, and then find an empirical journal article (i.e., one that reports one or more original experiments) that updates or challenges the claim made by the research article referenced in the textbook. You can use PsycInfo, Web of Science, Google Scholar or other means to select and obtain the article. The article you choose cannot be referenced in either the text or in the CogLab materials. You must be the first to post the article reference in APA format on D2L within the appropriate textbook chapter forum to lay claim to your article; this reference must be posted by the start of class on February 11<sup>th</sup>. No two students can use the same article (*note*: doing so will result in an F grade on the assignment).

In a paper that is 3-4 pages long you will summarize and review the empirical article whose reference you have posted on the D2L forum. Things that should be addressed include a general introduction to the topic of interest, a brief description of the methods used, a summary of the results of the study (or studies), what are the major conclusions made by the authors, and finally what are the strengths and weaknesses of the research that you've summarized and reviewed. Further details are available on D2L.

Assignments are to be submitted in class Wednesday February 11<sup>th</sup>, at the **beginning** of class. Late (or early) assignments will be accepted only via the drop box outside the Psychology Main Office (A255). Emailed assignments will not be accepted. Late assignments will be accepted only if received within 1 week of the due date, and will be penalized 10% per day they are late (including weekends).

#### **Written Research Assignment (15%):**

Similar to the article review assignment, one goal of the research assignment is to give students an opportunity to read and synthesize current research findings that relate to course content.

Note: You will be assigned a different chapter for the written research assignment than for the article review. During the first week of class you will be assigned to a topic area for your written research assignment that aligns with a textbook chapter (e.g., Chapter 9- Knowledge). A list assigning students to chapters will be posted by UCID on D2L.

You must select a research finding from the assigned chapter in the textbook, and then find an empirical journal article (i.e., one that reports one or more original experiments) that updates or challenges the claim made by the research article referenced in the textbook. You can use PsycInfo, Web of Science, Google Scholar or other means to select and obtain the article. The article you choose cannot be referenced in either the text or in the CogLab materials. You must be the first to post the article reference in APA format on D2L within the appropriate textbook chapter forum to lay claim to your article; this reference must be posted by the start of class on March 30<sup>th</sup>. No two students can use the same article (*note*: doing so will result in an F grade on the assignment).

There are three components to this assignment: First, you will begin by describing the background and relevance of the topic area and by summarizing the selected study that was referenced in the textbook (1-2 pages). Next, you will describe the new study you obtained and explain how it updates or challenges our understanding of the relevant cognitive process (2-3 pages). Finally, you will highlight the

gaps in the prior studies and propose an original third study, and explain how it could further our understanding of the relevant cognitive process (2-3 pages). Further details are available on D2L.

When submitting your written research assignment you must submit the graded copy of your article review, including the APA checklist that was completed by the TA. Failure to include these components when handing in your written research assignment will result in a full letter grade deduction on this assignment (i.e., a “B+” paper will receive a “C+” grade).

Assignments are to be submitted in class Monday March 30<sup>th</sup>, at the **beginning** of class. Late (or early) assignments will be accepted only via the drop box outside the Psychology Main Office (A255). Emailed assignments will not be accepted. Late assignments will be accepted only if received within 1 week of the due date, and will be penalized 10% per day they are late (including weekends).

### **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades in 400-level psychology courses will be “A” grades.

### **Department of Psychology Criteria for Letter Grades**

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Topic	Readings	Assignments Due
M Jan 12	Course overview <i>Winter term lectures begin.</i>	Course outline	
W Jan 14	Introduction to Cognitive Psychology	Chapter 1	
F Jan 16	Cognitive Neuroscience	Chapter 1 Chapter 2	
M Jan 19	Cognitive Neuroscience	Chapter 2	
W Jan 21	Cognitive Neuroscience	Chapter 2	
F Jan 23	Cognitive Neuroscience Perception  <i>Last day to drop Winter Term half-courses.</i>	Chapter 2 Chapter 3	CogLab 1 due (visual search)
M Jan 26	Perception  <i>Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>	Chapter 3	
W Jan 28	Perception	Chapter 3	

F Jan 30	<i>Fee payment deadline for Winter Term fees.</i>	SSC Writing Workshop	CogLab 2 due (stroop task)
M Feb 2	Exam 1	Covers chapters 1 – 3	
W Feb 4	Attention	Chapter 4	
F Feb 6	Attention	Chapter 4	CogLab 3 due (phonological similarity)
M Feb 9	Attention Short-Term & Working Memory	Chapter 4 Chapter 5	
W Feb 11	Short-Term & Working Memory	Chapter 5	Article review due
F Feb 13	Short-Term & Working Memory	Chapter 5	CogLab 4 due (implicit learning) CogLab 5 due (levels of processing)
Feb 15-22	<i>Reading Week. No lectures. University open (except Family Day).</i>		
M Feb 16	<i>Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>		
M Feb 23	Long-Term Memory: Structure	Chapter 6	
W Feb 25	Long-Term Memory: Structure Long-Term Memory: Encoding, Retrieval, and Consolidation	Chapter 6 Chapter 7	
F Feb 27	Long-Term Memory: Encoding, Retrieval, and Consolidation	Chapter 7	CogLab 6 due (false memory)
M Mar 2	Exam 2	Covers chapters 4 – 7	
W Mar 4	Everyday Memory and Memory Errors	Chapter 8	
F Mar 6	Everyday Memory and Memory Errors	Chapter 8	CogLab 7 due (lexical decision task)
M Mar 9	Everyday Memory and Memory Errors	Chapter 8	
W Mar 11	Knowledge	Chapter 9	
F Mar 13	Knowledge	Chapter 9	CogLab 8 due (mental rotation)
M Mar 16	Knowledge	Chapter 9	
W Mar	Visual Imagery	Chapter 10	

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F Mar 20	Visual Imagery	Chapter 10	CogLab 9 due (word superiority)
M Mar 23	Exam 3	Covers chapters 8 – 10	
W Mar 25	Language	Chapter 11	
F Mar 27	Language	Chapter 11	CogLab 10 due (typical reasoning)
M Mar 30	Language Problem Solving	Chapter 11 Chapter 12	Final Paper due
W Apr 1		Guest Lecture – Alison Heard & David Sidhu	
F Apr 3	<i>Good Friday University Closed</i>		
M Apr 6	Problem Solving	Chapter 12	
W Apr 8	Problem Solving	Chapter 12	
F Apr 10	Judgment, Decisions, and Reasoning	Chapter 13	
M Apr 13	Judgment, Decisions, and Reasoning	Chapter 13	
W Apr 15	Judgment, Decisions, and Reasoning  <i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i>	Chapter 13	
Apr 18-29	<i>Winter Term Final Examinations.</i>	Final exam is cumulative (i.e., it covers chapters 1 – 13)	

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that

warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation**

#### **Course Credits for Research Participation (Max 2% of final grade)**



Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 15, 2015**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)  
**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.  
Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23<sup>rd</sup>, 2015**. Last day for registration/change of registration is **January 26<sup>th</sup>, 2015**. The last day to withdraw from this course is **April 15<sup>th</sup>, 2015**.