

Psychology 208 (001): Cognitive Psychology

Spring 2024, Tuesday & Thursday

9:30 am to 10:45 am, FH 0116

Instructor: Dr. Jonathan C. Pettibone

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Required Textbook:

Goldstein, E. B. (2019). Cognitive Psychology: Connecting Mind, Research and Everyday Experience (5th ed.). Cengage. ISBN: 9781337408271.

Note: This text is available on-line through MindTap, as are many extra learning assignments and reinforcement opportunities. These are all optional save for the 8 assigned CogLab exercises in the syllabus. There are many great demonstrations and simple quizzes in MindTap, however, and I encourage you to explore them at your own pace. I highly recommend using the “Getting Started” link in the Lecture Notes section of BB to see what MindTap can help you with.

Course Website:

Blackboard will be used for distributing lecture notes, announcements, assignments, and discussions. If you need help with your computer or getting into BB, please contact the ITS help desk.

<http://bb.siue.edu/>

Course Summary:

Cognitive psychology involves the study of the mental processes that are involved in everyday behaviors. If you have ever wondered why you forget things, how you are able to turn a pattern of ink on a page into War and Peace, how we see the world in 3 dimensions despite the 2d apparatus we have for viewing it (i.e. your eyes), how the neurons in your brain process information, or how you made the last important decision (or the many less important ones) in your life, you’ve come to the right place. In this class, we will explore the scientific research that has helped us identify these processes, and thus has helped us understand how we think.

Course Objectives:

After completing this course, you should have a better understanding of...

- The nature, scope, and history of cognitive psychology
- Humans as information processors (Both *top-down* and *bottom-up*)
- The current major theories of cognition
- Thinking logically about behavior and thought
- The research methods involved in the study of cognition
- How to improve your study habits based on scientific information about how we think and learn

Course Workload:

You will be expected to attend all lectures and do all assigned readings for each lecture. SIUE expects you to spend two hours outside of class studying for each one hour you spend in class. Therefore, you should expect to spend a significant amount of time outside of class each week reviewing the text. Cognition is a complex topic- reading the material in the book is essential for understanding what will be presented in the lectures. Simply attending the lectures and taking notes will not result in the best understanding of the material. If you find yourself struggling, read the assigned chapters and come see me for help. I’m always more than happy to discuss anything we’ve covered.

Grading:

1. Exams (400 pts.)

There will be four exams in this class, each worth 100 points. For the most part, each exam will cover the material presented since the last exam. The 4th exam will contain some material (up to 50% of the exam) from the prior three exams. Any information from the lectures and the assigned readings may be on the exams. All exams will be multiple choice with some true/false and a matching section worth 15% to 20% of your grade. Review sheets will be available the class period prior to all exams. The exams are difficult- you must commit to studying for them expect to be successful. Students who do not complete the ten-minute papers do, on average, one letter grade worse than those who do. The first exam will be given online. The next two exams may be in person or online, depending on our experience with the 1st exam. The final exam will be in person, no matter what. All exams are closed note, closed book.

2. Minute Papers (Extra Credit)

On random days throughout the semester, when the class meets in person, you will be asked to take a minute to write about a topic that we have recently covered. I may ask you to describe a theory or apply one towards understanding your own behavior. These papers can occur at any time during a class but will generally occur right after we’ve covered a topic. Reflecting on the material like this will help you encode it for better recall later. For every minute paper you thoughtfully complete, you will receive one to two extra credit points (depending on the assignment) that you may apply to your grade at the end of the semester. You must be in class to

obtain minute paper credit, and I reserve the right to give less than full credit for answers that do not adhere to the spirit of the assignment. I tend to give between 15 and 20 minute papers a semester- attendance is crucial in getting these extra credit points.

3. Ten Minute Papers (40 pts.)

Ten-minute papers are designed to help you study for exams and involve writing a single paragraph answer to a set of discussion questions. I will post a list of two to four discussion questions at least one week prior to an exam on BB. Your answers will be generally due on BB two days prior to an exam. I will post the answers to the discussion questions immediately after the due date. Compare your answers to mine and use both to check your understanding of the material prior to an exam. Your grade will be determined by the completeness of your answer for each question rather than accuracy. Each ten-minute paper will be worth 10 points (or, one letter grade on the upcoming exam). **Students who complete the 10-minute papers do significantly better on the exams.**

4. CogLab Experiments (40 pts.)

CogLab is an online cognitive psychology laboratory where you will get the chance to participate in 8 different cognitive experiments to reinforce the content we are covering in class. While there are many experiments available through MindTap, you are only required to complete the ones listed in the syllabus and that you are given links to in BB. I may assign extra experiments for EC, but those will be announced on a case-by-case basis. For full credit, you need to complete the study by the due date listed in BB (usually a Sunday night at 11:59 pm). I will use the data you provide to present the results to the class to further explore these topics. For this reason, there will be no credit given for late work. The assigned labs are listed in the syllabus- this is to give you warning as to when we will cover them. All labs are available from the start of the class and you can complete them at any time prior to the due date.

5. Psychology Article Review (20 pts.)

To enhance your understanding of cognitive psychology you will write one 2-to-3-page review of a current empirical (i.e. collects data) research article that summarizes the introduction and discussion sections. A selection of articles will be made available to you for that encompass topics we have covered across the semester. You may choose any of them to write your paper on. A rubric is available in BB.

Final Grade

Grade	Point Totals
A	500 to 450
B	449 to 400
C	399 to 350
D	349 to 300
F	< 300

Note: These point totals are exact- there will be no rounding of your final grade. You will round your own grade through attendance and effort.

General Class Rules

1. Please avoid using your phone in a way that is distracting to myself or to other students. Keep in mind that using your phone during class may lead to receiving a lower grade in the class due to the amount of material that you miss- multitasking has a cost. The average number of text messages sent has a negative correlation with grades, so try to focus on the class while you are here. If you answer your phone, text message, or do any other activity with your phone/tablet/computer that is disruptive I may ask you to leave the class. If you text or otherwise use your phone during an exam you will fail it.
2. Come see me (during my office hours or during an appointment) if you have a concern with the class. I often am unaware of problems unless you share them with me. You may use e-mail or teams chat, but often a face-to-face meeting is best.
3. You are responsible for understanding the material in this syllabus. Please review it before you talk to me about any issues with the class.
4. Ask questions! I know this is a large class, but I would rather stop and explore topics that interest you rather than stick to a strict schedule. I also only know if you do not understand something if you let me know. Cognitive psychology often relies on tricky experimental methodology and deductive logic- do not feel bad if you need more clarification. I don't always explain things as well as possible the first time for all students, so let me know if I can help. If you don't feel comfortable asking questions in class, ask them in the online discussions.
5. Be courteous during class. Be quiet when your classmates or I am speaking, and we will be quiet when you are speaking. Please do not engage in any behaviors during class that you would not want to see if you were teaching. You will be asked to leave if chatting becomes disruptive to the class or to me. As it often bothers other students before it bothers me, please let me know if there are disruptive behaviors in the class that are bothering you.
6. Laptops may only be used to review class notes or to take notes. Any other use of a laptop is prohibited (i.e. Facebook, web surfing, World of Warcraft, Fortnite, Words with Friends, snap chatting, "Insta"). If it comes to my attention that this rule is being violated I may choose to ban laptops from class. It's not that I don't do those things myself (ok, I don't snapchat, that's just a mistake waiting to happen)- I just don't do them while teaching you. Don't do it while learning from me. I don't want you to split your attention during class and do both things poorly. I would make very poor Facebook posts if I tried to do it while teaching you.

General Tips for Academic Success: Lessons from Cognitive Psychology

1. Create a study group that meets twice before each exam to review class material.
2. If you have three hours to study, three 1 hour sessions are much more effective than one three hour session the night before the exam.
3. Learning requires sleep (unless you are going to rehearse the information continuously until you need it)! If you're not getting regular sleep after studying and attending class it will affect your academic performance.
4. **Taking notes in your own words** is a far more effective learning tool than either writing down exactly what I say or simply reviewing the text or lecture notes. Simply reviewing PowerPoint slides may be the worst strategy you could use, especially if you were not in class that day.
5. Taking notes on a computer may be worse than taking them by hand if you multitask. Don't let yourself get distracted by other programs on computers or by others using computers.
6. The process of physically organizing your notes will influence your mental organization as well.

7. You are not the multi-tasker you think you are! You can only do one task at a time that requires controlled attention. When you rapidly switch back and forth between controlled tasks (i.e. texting and driving) to simulate multitasking you miss things (i.e. a bridge or a moose in the road). The consequences in class are less severe, but do add up over the course of a semester.
8. Don't wait until you are struggling to come to me for help! Use the tools provided by the textbook (and online at www.thomsonedu.com/psychology/goldstein) to assess your knowledge before the exam. **Thinking you understand and actual understanding** is not the same thing. Successful people seek out feedback about their knowledge rather than rely on subjective internal evaluations of learning.

Class Policies

Attendance: You should expect to attend class every day if you wish to succeed in this class. If you miss a class, make sure that you do the readings and review the lecture notes that I will place on blackboard. Once you have done both of those things, you may come see me to discuss what you have missed. In class, please be sensitive of the fact that something you may not understand may have been covered when you were gone. Please take personal responsibility for learning that material rather than expecting the class to re-cover it. Clearly, you can only get the extra credit for minute papers if you attend class.

Late Work & Missed Exams: OPL assignments and article reviews turned in on BB within one day after the due date will result in a 20% reduction in grade per late day. No late work will be accepted for the ten minute papers due to the posting of the answers immediately after the due date. No late work will be accepted for minute papers. One missed exam can be made up during the final exam period along with the final exam, for any reason. I will not move your final exams for scheduling reasons (i.e. you have three exams that day).

Blackboard: PowerPoint slides, lecture outlines, discussions, and grades will be available on Blackboard. Make sure to check blackboard regularly (e.g., twice per week) for any announcements. I will make every effort to post them before class, but they may appear after. They are intended to help you take better notes- not replace your notes. Do not become dependent upon having my slides before each class. If you are reading the textbook, that will not be necessary. All assignments will be completed on BB. **NO WORK WILL BE ACCEPTED OVER E-MAIL.** Please use the following link if you need help with blackboard... <http://www.siu.edu/its/bb/index.shtml>

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Plagiarism: Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/POLICIES/1i6.html>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/PSYCHOLOGY/plagiarism.htm>.

Academic Honesty: ANY case of academic dishonesty (e.g., cheating on an exam or allowing others to cheat off of you, copying from another student's 10 minute paper or discussion question answer, or any other dishonest act related to course assignments or extra credit) will receive the recommended university policy: failure of the course and reporting of the case to the Provost. This is a large course- you should cover your work, keep your eyes on your own exam, and place your devices screen down. Remember- your friends likely to just about as smart as you are, so there is no point in cheating from them. If you don't know it, they likely do not know it either. If you read this, send me a message in teams explaining that this section was about and why you are messaging me by 8/24 and I'll give you 1 pt. of extra credit. Don't share this with anyone else- let it be our little secret.

Devices in Class: Devices will be allowed in class as long as 1) you agree to use them only for class purposes 2) they do not distract myself or other students 3) they are not used during exams or in class assignments. If I can see the screen of a device during an exam, an F will be given and you will be asked to leave- no exceptions.

Statement on Accommodations: Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siu.edu/access.

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siu.edu/132378> Students are encouraged to visit this resource site for current information on:

- [Regular and Substantive Interaction](#)
- [Recordings of Class Content](#)
- [Diversity and Inclusion](#)
- [Pregnancy and Newly Parenting Policy](#)
- [Services for Students Needing Accommodations \(ACCESS\)](#)
- [Academic and Other Student Services \(Library, Academic Success, Tutoring, etc.\)](#)
- [Cougar Care](#)
- [Student Success Coaches](#)

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

University guidance on artificial intelligence (AI)

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, Bing, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited. AI assisted search devices produce content that is difficult for non-experts to evaluate for validity. While I do believe they have a place in academics in a supporting role, I still want to see your writing and your thoughts unfiltered by AI.

Tentative Schedule

(I reserve the right to change topics and coverage as we go on. Please make sure you are in class to know where we are. Dates and events in **bold** will not change. Changes to this schedule will be provided on Blackboard.)

Date	Topic/Reading Assignment	Notes
1/9	Welcome and Introduction	
1/11	Introduction to Cognitive Psychology (Ch. 1)	<i>CogLab: Simple Detection</i>
1/16	Introduction to Cognitive Psychology (Ch. 1)	
1/18	Cognitive Neuroscience (Ch. 2)	
1/23	Cognitive Neuroscience (Ch. 2)	<i>CogLab: Blind Spot</i>
1/25	Cognitive Neuroscience (Ch. 2)	
1/30	Perception (Ch. 3)	<i>CogLab: Visual Search</i>
2/1	Perception (Ch. 3)	Ten Minute Paper #1 (Due: 2/4 @ 11:59 pm)
2/6	Exam #1 (Online)	
2/8	Attention (Ch. 4) (Online)	<i>CogLab: Spatial Cueing</i>
2/13	Attention (Ch. 4)	
2/16	STM & WM (Ch. 5)	<i>CogLab: Word Length Effect</i>
2/20	STM & WM (Ch. 5) (Online)	<i>CogLab EC: Operation Span</i>
2/22	LTM: Structure (Ch. 6)	
2/27	LTM: Structure (Ch. 6)	Ten Minute Paper #2 (Due: 2/27 @ 11:59 pm)
2/29	Exam #2	
3/5 & 3/7	Spring Break	
3/12	LTM: Encoding, Storage, & Retrieval (Ch. 7)	<i>CogLab: Levels of Processing</i>
3/14	LTM: Encoding, Storage, & Retrieval (Ch. 7)	
3/19	LTM: Encoding, Storage, & Retrieval (Ch. 7) (Online)	
3/21	Everyday Memories and Memory Errors (Ch. 8)	<i>CogLab: False Memory</i>
3/26	Everyday Memories and Memory Errors (Ch. 8)	
3/28	Everyday Memories and Memory Errors (Ch. 8)	Ten Minute Paper #3 (Due: 3/31 @ 11:59 pm)
4/2	Exam #3	
4/4	Knowledge (Ch. 9)	<i>CogLab EC: Stroop Effect</i>
4/9	Visual Imagery (Ch. 10)	Article Review Due (4/9 @ 11:59 pm)
4/11	Language (Ch. 11)	
4/16	Reasoning & Problem Solving (Ch. 12)	
4/18	Reasoning & Problem Solving (Ch. 12)	<i>CogLab: Decision Making</i>
4/23	Judgment and Decision Making (Ch. 13)	
4/25	Judgment and Decision Making (Ch. 13)	Ten Minute Paper #4 (Due: 4/26 @ 11:59 pm)

Note: The TA will attempt to hold a study session the day prior to exams. They will announce times and room numbers (or zoom link) about 1 week prior to an exam.

Final Exam: Thursday, 5/2 from 8:00 am to 10:30 am