

PSYC 384: Cognitive Psychology

Instructor: Dr. Amy Stamatēs

Term: Fall 2022

Class Time: Tuesday/Thursday 2-3:15pm

Class Location: Washburn Hall 219

E-mail: astamates@uri.edu

Office hours: Fridays from 9 to 10am (or by appointment via email) at <https://uri-edu.zoom.us/j/5697516319>

COURSE DESCRIPTION

(3 crs.) An examination of contemporary research and theories on mental activities. Topics will include perception, pattern recognition, attention, memory, problem solving, language, consciousness, and artificial intelligence. (Lec. 3) Pre: PSY 113 and 301 or equivalent. See URI course catalog.

COURSE OBJECTIVES

- Learn an overview of major concepts, theoretical perspectives, empirical findings, and historical trends related to cognitive psychology.
- Develop a model for how the human mind works, from lower- to higher-level processes.
- Apply knowledge of cognition to the world and everyday life.
- Learn what measurement instruments are used to assess cognitions.
- Enhance scientific mindset by and developing a cognitive experiment.

COURSE MATERIALS (2 materials)

(1) **Recommended Text:** Goldstein, E. B. (2019). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experiences*. (5th Ed). Boston, MA: Cengage. ISBN-978-1-337-61628-7

(2) **Mandatory Software:** CogLab: The Online Cognition Lab. Registration codes (\$50) can be accessed here: <https://www.cengage.com/c/coglab-5-5e-francis/9781285461083/>

Select Digital Platform for \$50. You do not need the bundle or MindTap.

DO NOT PURCHASED A USED CODE ONLINE – IT WILL NOT WORK. Once you have your code, please see the instructions on Brightspace for how to access your account under “Content”.

COURSE POLICIES

- **Presentations:** Slides will be posted on Brightspace. I may have blank portions on slides for the purposes of class participation – but I will post the full slides after each lecture. I have recorded lectures posted on Brightspace should you be unable to attend class. These lectures are from 2020-2021 and may not be fully updated with course material, but many topics will be the same from class. You should use these videos to review course material or as a substitute for in-class attendance if you are sick.
- **Attendance:** Students are expected to attend every class, but I do not take attendance. If you miss class, you are responsible for material covered during lecture that day including notes, discussion, and announcements.
- **Participation:** Class participation is expected. It is expected that in class you maintain respect and courtesy for everyone regardless of their views, beliefs, attitudes, and opinions.
- **Office hours:** I have office hours set aside each week throughout the course. I will go over anything that is unclear from the lecture materials. If you cannot make this time, email me.
- **E-mail:** When e-mailing me, please only do so using your URI account. I will make every effort to reply to an email within 24 hours of receiving it. It is helpful if you let me know that you are currently in PSY384 since I teach other courses and advise students.
- **Laptop computers:** Laptops are permitted in the classroom. I will ask you to put electronics away if they are distracting to myself or other students.

- **Unforeseen circumstances:** I know many of you are living at home and dealing with work, family, and other personal issues. If you need assistance, please contact me. If you get sick, please keep me in the loop. I will work with you on deadlines.

DISABILITY, ACCESS, AND INCLUSION SERVICES FOR STUDENTS

Your access in this course is important. Please send me your Disability Access, & Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS is located in room 302 of the Memorial Union, 401-874-2098, uri.edu/disability, dss@etal.uri.edu

UNDERGRADUATE WRITING CENTER

The Undergraduate Writing Center provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Spring 2022 consultations are available through: 1) 25- or 50-minute in-person appointments, 2) synchronous online appointments, and 3) asynchronous next-day written feedback. Synchronous appointments hosted by WC Online are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at uri.mywconline.com. For more information, visit uri.edu/aec/writing.

COUNSELING SERVICES

Counseling services are live via URI Health Services. Please go to here for more information: <https://web.uri.edu/counseling/during-covid-19/>

RHODY OUTPOST

Are you or a student you know experiencing a hardship, such as being at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. Rhody Outpost provides URI students who are food insecure with emergency food services and resources. Rhody Outpost is housed at St. Augustine's Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com, or 401-874-2568. Please contact the Office of Vice President for Student Affairs at 401-874-2427 for help with emergency housing.

ACADEMIC INTEGRITY

URI's Honor Code applies to all aspects of this course. Under no circumstances will plagiarism or cheating be tolerated. Any violations to the Honor Code will be reported immediately and may result in a failing grade for the assignment/exam/course and even expulsion from the University. Students are expected to be honest in all academic work. A student's name on any written work or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty

- Submitting the same paper for more than one course without prior approval from the instructors

INCLUSION STATEMENT

You are at URI because you belong here. I value each of your backgrounds, experiences, and perspectives, and I want the best for you, your experience at URI, and your future endeavors. In a society, and field specifically, where there has been a longstanding history of inequity, discussion of our differences and similarities, no matter what your identity (e.g., gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture) is, enhances our learning about the human experience and holds incredible value. My goal in this course is to create a collaborative environment where we share, listen, and learn from each other. As such, you and your classmates are central to this course. In my class, you have the right to be called by whatever name and pronoun you wish, to ask for extensions because due dates conflict with religious holidays, to ask for resources if you are struggling with mental health and/or your overall well-being, and to collaborate with me on accommodations to meet any of your course accessibility needs. You are a valued member in this course, and your success in this course matters to me. If at any time during the semester, I, the class, or material presented in the class, alienate you in any way, please contact me. I encourage and appreciate your feedback. I am committed to creating an inclusive environment, but I also acknowledge that I am imperfect. Bias occurs, whether intentional or not. I understand that you may not be comfortable directly speaking with me about feedback. Thus, you can provide anonymous feedback on my evaluation, via your academic advisor, or via another faculty member or student. If you experience or witness a bias incident (e.g., microaggression), you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. I do ask for anonymous feedback in a midsemester check-in. I weigh all of your feedback to improve this course and my approach to meet the needs of the students.

COVID SYLLABUS STATEMENT

The University is committed to delivering its educational mission while protecting the health and safety of our community. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe.

- Masks are required in all classrooms, laboratories, and spaces where direct academic instruction and research are taking place, unless the instructor or staff member expressly waives that requirement.
- We strongly recommend surgical or higher grade masks where face coverings are required. Masks should be properly worn, well-fitting, and high quality.
- Students who do not comply with the classroom/lab masking requirement will be asked to leave class and will be reported through the Student Conduct process.
- Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test positive for COVID-19 should follow the isolation guidelines from the Rhode Island Department of Health and CDC.
- If you are unable to attend class, please notify me prior to the start of class.

COURSE ASSIGNMENTS

- (1) Goal Setting Assignment (10 pts):** The purpose of this assignment is for you to think about your preferences for the course, any concerns that you have, and your goals for the semester. Since we do not have face-to-face contact, this will help me tailor the course to best fit students' needs. Late assignments will not be accepted without documentation.
- (2) Weekly Quizzes (100 pts):** The purpose of weekly quizzes is to assess your knowledge of the material learned from the lectures that week. There will be 12 quizzes, 1 quiz per chapter covering material from class. I will drop your two lowest quiz grades out of the 12 quizzes. You are responsible for all material covered. Each quiz will be 10 questions and is worth 10 points. Quizzes cover lecture material and due dates are listed on the schedule below. All quizzes are multiple choice and true/false. Only topics discussed in lectures slides will be tested on. I **do not** post study guides/review sheets. Late quizzes are not accepted without documentation.

(3) CogLab Assignments (160 pts): The purpose of these assignments is to provide you with hands-on experience on how psychologists have measured cognitive phenomena. For some chapters, you will be asked to participate in a CogLab experiment. CogLab is an analog of biology, chemistry, and physics labs. You can participate in classic and current experiments from all areas of cognition via a web browser. Importantly, at the end of each lab, you can see your own results, the means for the class, and the global means of every student who has participated. These results appear with a "debriefing" that explains the data and its implications for cognition. Most of the information you need to know about using CogLab is provided on the web site at coglab.cengage.com. If you have any questions about the assignments, please contact me. If you are having problems with the website, please contact tech support on the CogLab site (under the HELP menu). For this class, you must complete the online experiment and the corresponding assignment on Brightspace. The assignment has questions about the experiment for you to answer. You will complete these and turn them in on Brightspace. I can check Coglab's website to see if you completed the task, so you do not need to provide proof of this. There are 9 CogLab assignments and I will DROP YOUR LOWEST ONE. So, if you complete the first 8 assignments and you are satisfied with your grade, then you may skip the final one. In contrast, you can complete all 9, and I will simply drop your lowest grade. For each CogLab assignment, you will receive 20 points. You will receive 10 points for completing the assignment and 10 points for completing the questions that go along with the assignment. Please respond to each question in full sentences and proper grammar/punctuation. A schedule for the CogLab assignments and their due dates are below. You will lose 10% for each day it is late.

#	Area: CogLab Assignment	Due Date
1	Perception: Muller-Lyer Illusion	9/28
2	Attention: Attentional Blink	10/5
3	ST Memory: Brown-Petersen Task	10/17
4	Memory: Encoding Specificity	11/6
5	Memory Error: False Memory	11/9
6	Concepts: Implicit Learning	11/20
7	Concepts: Prototypes	11/20
8	Language: Word Superiority	11/28
9	Judgment: Monty Hall	12/7

- (4) Article Critique (75 pts):** You will provide a critique of an article that is posted on Brightspace. The purpose of this paper is to give you an opportunity to review a peer-reviewed publication. Critiques include summarizing an article and reviewing the approach/conclusions made by the researchers. Critiques should be in your own words, in APA style, and around 2-3 pages. Detailed instructions and a rubric are on Brightspace. This assignment is worth 75 points. You will lose 10% for each day it is late.
- (5) Design a Research Study Assignment (100 pts):** You will complete one assignment in which you will design a research study based on topics that we cover in class. The purpose of this assignment is to allow you to creatively develop your own study based on cognitive psychological theory. You will choose a topic from a list that I provide and then write a brief introduction about the topic. You will also write a brief method section to describe the sample, materials, and procedure for your study. I will post the instructions for this assignment. Assignments should be in APA style. This assignment is worth 100 points. You will lose 10% for each day it is late.
- (6) Extra Credit (20 pts):** For extra credit, you can earn SONA research credit. To gain first-hand experience in psychology research, you can participate in one or more SONA studies conducted in the Department of Psychology. You can earn up to 20 extra credit points of research participation. The credits you will earn will vary by the format and duration of the specific study.
- If you do an-person studies: 30 minutes = 1 credit. These studies will have a designated meeting location and time, which will be specified in the study advertisement. For example, some psychology professors have research laboratories (e.g., Chafee Hall on the Kingston campus), and you will be expected to be there to participate in their studies.

- b. Online studies: 30 minutes = 0.5 credits. You can complete these studies on your personal computer or phone, ideally at a quiet location. You do not need to show up at a research laboratory.
- c. In my class, 1 SONA credit = 10 points. If you complete one 1-credit in person SONA study, this is equal to 10 points. If you complete 1.5 SONA points, this is equal to 15 points. You can earn up to and no more than 20 SONA points. To complete your 20 credits, you can participate in either type of study or mix the two to reach the total number of credits above.
- d. You will sign up for studies using the department's SONA system [<https://uri.sona-systems.com>].

Alternative Assignment: If you do not want to complete SONA credits, you can complete the 'current events' assignment on Brightspace. The purpose of this assignment is for you to tie theories/concepts and course material to current events. You must choose one concept that has been covered in class and tie it to a news/media article. You will then describe the theory/concept, the current event, and how the theory/concept can be used to explain the current event in a short write up (7-8 pages). I will post the instructions online. Late assignments will not be accepted.

TIPS FOR SUCCESS!

- Hand-written notes are more effective than taking notes on your laptop.
- Do not procrastinate the assignments. These assignments are not long in length but they do take time. My intentions are that these assignments will help you become familiar with key concepts and research which are important components of psychology.
- Plan ahead. I have due dates listed. Add them to your calendar now, set reminders, and structure your schedule so you have time to do these.
- If you have questions, ask! I am also available via email. I may recommend we meet separately via Zoom if you have a question that is not easy to explain over email.

GRADING

Activity	Number of Points
Goal Setting Assignment	10
Weekly Quizzes (highest 10/12)	10*10 = 100
Coglabs (highest 8/9)	8*20 = 160
Article Critique	75
<u>Design a Research Study</u>	<u>100</u>
Total Points	445

<u>Grade</u>	<u>Percentage</u>	
A	94.0% or higher	<i>*I will round grades if you are in between letter grades. For example, if you are a 93.4, you will have an A- but if you are a 93.5 (or up) you will be rounded to a 94.0% (A).</i>
A-	90 – 93%	
B+	87 – 89%	
B	83 – 86%	
B-	80 – 82%	
C+	77 – 79%	
C	73 – 76%	
C-	70 – 72%	
D+	67 – 69%	
D	60 – 66%	
F	< 60%	