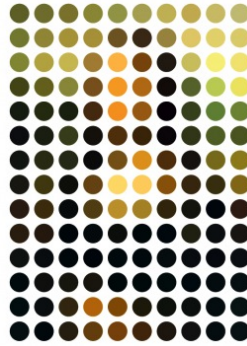


PSYC S210: Cognitive Psychology

Fall 2022



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1 Course information

Class Schedule M/T/Th/F 1:00–1:50 pm
Room J206

Instructor Alan Jern
Office: B103A
Email: jern@rose-hulman.edu

Open meeting time Tuesdays, 2:00-3:00 pm (on Teams)

2 Overview and objectives

Cognitive psychology is the study of the mind. This course provides an overview of the science of how the mind works, including how people perceive, learn, think, remember, use language, reason, and make decisions. At the end of this course, you should be able to:

- Describe major theories of cognition and recall key experimental results that support them.
- Identify and explain the ways in which the human mind is and is not like a modern digital computer.
- Critically evaluate a psychological theory or experiment you learn about.

- Formulate and defend a position on several key theoretical debates within cognitive psychology.
- Apply basic cognitive psychology concepts to everyday situations.

3 Assessment

Component	Points
Syllabus quiz	10
Quizzes (3)	270
Assignments (6)	300
Participation (online)	112
Participation (in class)	150
Leading discussion	100

3.1 Quizzes

There will be three non-cumulative quizzes. Each quiz will consist of several short answer questions about topics from the preceding weeks. Quizzes will be open-book and open-notes. **However, your answers must be in your own words. Copying answers (plagiarism), and using other people or tools to write your answers is prohibited. If you violate this rule, you will get a 0.** There is no final exam.

3.2 Assignments

There will be six assignments throughout the quarter. Each assignment will require you to think more deeply about one topic or reading from the class and/or perform a simple experiment and then write a short paper.

3.3 Participation

This course will be heavily dependent on discussion. Therefore you are expected to come to class having already completed the required reading and prepared to discuss it thoughtfully.

3.3.1 Online score

To make discussions more productive, some pre-discussion will happen online through [Perusall](#). See Moodle for details about signing up and using this site. Your online score for each reading will be based primarily on the number of thoughtful, high-quality comments you make throughout the reading and the number of upvotes and responses you make to other students' comments. In general, the more thoughtful and engaged you are in the discussion, the higher your score will be.

Your score for the first reading and your lowest score will be dropped. Additionally, scores for readings with student discussion leaders will not count toward your online participation score (though you must still check Perusall to see their discussion questions and you are encouraged to post responses anyway.)

3.3.2 In-class score

The Perusall discussions will serve as a jumping-off point for our discussions in class. Your in-class participation will be self-assigned using a rubric I will provide you. At three points in the quarter, you will use the rubric to determine what participation score you have earned for that third of the quarter. I will review these scores and may make adjustments if I feel they are wildly off the mark. Your in-class participation score will be the sum of these scores.

3.4 Leading discussion

On one day, you and a couple other students will be appointed the discussion leaders. You will lead discussion for about 30 minutes of class that day. I will randomly assign everyone to a day during the first week of class. Your group will post discussion questions for the assigned reading on Perusall at least 24 hours before we are scheduled to discuss that reading in class. On the day of class, you will use these questions as the basis for a discussion of the readings.

I will post some general guidelines on Moodle for running an effective discussion that you should aim to follow. I will also post a grading rubric for leading the discussion on Moodle.

3.5 Final grade

Grades will be assigned as follows.

Points	Grade
≥ 90%	A
87%–89.9%	B+
80%–86.9%	B
77%–79.9%	C+
70%–76.9%	C
67%–69.9%	D+
60%–66.9%	D
< 60%	F

4 Course policies

4.1 Late assignments

For the entire course, you will have **two free late days** that can be used for assignments (you cannot use these to submit late comments for online discussions). Assignments will be considered one day late if they are submitted any time after the submission deadline up to 24 hours later. Assignments will be considered two days late if they are submitted any time between 24 and 48 hours after the submission deadline. You don't need to notify me in advance if you plan to use one of your late days—I will keep track of your late days.

Any assignments submitted after using your late days will not be accepted. The purpose for this policy is to help me grade and return your work in a timely fashion.

4.2 Blind grading

Do not include your name on anything (including file name) you submit on Moodle, unless I say otherwise. The reason for this is because I use a feature on Moodle called blind grading that lets me grade your assignments without seeing your names. Your names are revealed after I've finished grading the assignment. I do this to keep my grading as impartial as possible. If you put your name on the assignment, it undermines the process for everyone.

4.3 Communication

You can find the most up-to-date information about the course on the Moodle page. When I make changes to the schedule, I will share the most important updates as Announcements on Moodle which will automatically be emailed to you.

I will post more minor updates, like responses to student questions, in a Teams group that you will be automatically added to. If you have a question for me (about course content, requirements, or assignments) that isn't specifically about you, post it on Teams. That way, I can answer it there and everyone can see my answer. If you email it to me, I will just ask you to repost it in Teams. I will also hold my office hours (called "open meeting times" above) on Teams.

Therefore, you should check Moodle and Teams regularly (at least twice per week for Moodle and once per week for Teams).

4.4 Asking for help

I highly encourage you to contact me if you ever need help in this course. That's what I'm here for! But I also want you to encourage you to be self-sufficient. So if you ever ask me a question that can be easily answered on this syllabus or the Moodle page (a due date, a page limit, whether an upcoming exam is open-book), **I will deduct 1 point from your grade total.**

The corollary of this policy is that if you ever find anything on this syllabus or the Moodle page that looks like a genuine mistake (the wrong date, inconsistent information) and you ask me about it, **I will give you 1 point of extra credit.** (Only the first person to tell me gets the extra credit.)

You don't need to be afraid to contact me. The point of this policy is to incentivize you to try to find answers yourselves first. If you look for an answer and genuinely can't find it, I want to know that too.

4.5 Academic integrity

Academic misconduct will be addressed according to the policies described in the Rose-Hulman student handbook. Academic misconduct includes: (1) submitting work that is not your own; (2) copying ideas, words, or graphics from any source without appropriate citation; (3) misrepresenting your work or yourself (i.e., deliberately submitting the wrong assignment or lying to explain a late assignment); (4) collaborating with other students when this is not permitted; and (5) submitting the same work for credit in two courses without prior consent of both instructors. If you are unsure whether something qualifies as academic misconduct, please check with me before engaging in the behavior.

5 Course schedule

The following schedule lists topics, readings, and due dates for the whole term. This schedule is subject to change. Schedule changes will be announced in class and will be posted online. I will give you plenty of notice when changes are made.

Week	Date	Topic	Reading	Due
0	9/1	Introduction		
	9/2	Foundations	Stanovich Ch. 3	
1	9/5	Foundations	Pinker pp. 3–15	
	9/6	Foundations	Marcus & Davis	
	9/8	Foundations	Gopnik	
	9/9	Foundations	Noba: The Brain	
2	9/12	Perception	Noba: Vision	
	9/13	Perception		
	9/15	Attention	Noba: Attention	
	9/16	Attention	Simons & Chabris	Assignment 1
3	9/19	Attention	Strayer & Drews	
	9/20			Quiz 1
	9/22	Concepts	Boroditsky et al.	
	9/23	Concepts	Pinker pp. 48–57	
4	9/26	Concepts		Assignment 2
	9/27	Concepts	Goldstone & Kersten	
	9/29	Concepts		
	9/30	Memory	Noba: Memory	
5	10/3	Memory	Schacter pp 182–188	
	10/4	Memory	Foer Ch. 1 & 5	
	10/6	Memory	Schacter pp. 188–198	Assignment 3
	10/7	Memory		
6	10/10	Memory	Loftus articles	
	10/11	Memory	Christian & Griffiths Ch. 4	
	10/13		Fall break	
	10/14		Fall break	
7	10/17			Quiz 2
	10/18	Reasoning		Assignment 4
	10/20	Reasoning	Tversky & Kahneman	
	10/21	Reasoning		
8	10/24	Decision making		
	10/25	Decision making	Ariely Ch. 1	
	10/27	Decision making	Kahneman Ch. 27	
	10/28	Language	Gleitman & Newport	
9	10/31	Language	Pinker pp. 75–105	
	11/1	Language	Ibbotson & Tomasello	
	11/3	Consciousness	Chalmers	Assignment 5
	11/4	Consciousness	Bines	
10	11/7	Consciousness	Gazzaniga Ch. 2	

Week	Date	Topic	Reading	Due
	11/8	Consciousness	Turing	
	11/10	Consciousness	Searle	
	11/11			Quiz 3
Finals	11/15			Assignment 6