College of Liberal Arts
Department of Psychological Science
Psychology 4319 – 02: Cognitive Psychology
Spring Semester 2018

Professor: Dr. Yu-Cheng Lin
Office: Room 303, Social & Behavioral Sciences Building
Office Phone: 665-3825
Email: yucheng.lin@utrgv.edu (This is the preferred way and the best way to contact me.)
Office Hours: M, F 4:00 – 6:00 pm or by appointment (give 24 hour notice of need)
Meeting Times and Location: T, R 3:05 – 4:20 pm; Liberal Arts Building North 107

Course Description
Welcome to attend this class! In this course you will develop a sophisticated and detailed understanding of human cognition. That is, you will become well informed about how humans learn and remember. All of human experience involves learning and memory in various forms, so what you learn in this course will be related to your daily life experiences.

This course will introduce you to the field of cognitive science and the critical methods used in this field of study. Cognitive psychology is the study of how people perceive, learn, remember, and think about information. Major topic areas that will be covered include sensation, perception, attention, memory, language, and problem solving, among others. In particular, we will learn about language processing and individual differences in human cognition. Some of the course will also cover what functions are served by different parts of the brain as well as different cognitive neuroscience techniques used to study brain structure and function.

Learning Objectives
Here is a list of what you will be able to do upon successful completion of this course
• You will be able to understand the history and major topics of cognitive psychology.
• You will be able to describe the critical terms and research methodologies used in the field of cognitive psychology.
• You will be able to hone critical thinking and communication skills through class participation.

Required Readings
The following reading materials are also required readings for everyone.
(1) A required textbook:

Note: To be able to participate in class, you are expected to read the assigned chapter(s) before the class. Each week's reading assignment is listed on course schedule below.

---
1 Although the instructor will respond to students’ questions and emails as soon as possible, the students should generally expect to receive a reply to an email within 24 hours on weekdays and at least 48 hours on the weekends or holidays.
It is probably fine to purchase an earlier (e.g., 5th edition) or latest edition (e.g., 7th edition) of this book if you find a used copy. There are vendors of the book other than the university bookstore (e.g., Amazon.com among others) where you might purchase it at a much lower price. Search for the book on the internet to find cheaper prices. However, there may be some content included in the 6th edition that may be not in prior or updated editions.

(2) A required reading assignment for the 12th week (special topic):


**Course Evaluation**

- Class Attendance: 20%
- Quizzes (only 4 highest scoring quizzes will be used for the final grade): 40% (10% each)
- Individual Presentation: 10%
- Scheduled Final Exam (Thursday, May 10, 1:15-3:00 PM): 30%
- **Total**: 100%

**Grading**

The percentage-score-to-letter-grade conversion for this course is as follows:

- A = 90% or higher
- B = 80 - 89.9%
- C = 70 - 79.9%
- D = 60 - 69.9%
- F = below 60%

**Attendance**

“100% of success is showing up” — Woody Allen

Class attendance will be graded for this course it is important. The University will request from the instructor’s the class attendance data at the end of the semester (e.g., did the student attend the first class, when was the last time the student attended the class, etc.?). So, I will keep a record of your class attendance from the first day onward. You will sign an attendance sheet for each class you attend throughout the semester. Attendance will be checked at each class meeting during the first 5 minutes by having you sign an attendance sheet. Class attendance counts for 20% of your grade. Your class attendance grade is based on the percent of classes you attended. For example, if you attended 90% of the classes, you get a 90; if you attended 55% of classes, you get a 55, etc. A missed class CANNOT be excused by simply ORALLY telling me “I had this or that to do and could not attend that class the other day.” Some documentation must be provided to me (if I accept an oral account of why you miss a class, then I have too many people doing that every day). Coming into class very late (e.g., 30 minutes after the beginning of the class) will not be considered attending that class. In that case, I would ask you not to sign the attendance sheet.
We will cover material in class that will not always be in the textbook, BUT the class lectures are related to the required reading assignment. This class content will be included on tests. Therefore, if you miss a class session, you will need to get notes from another student. YOU DO NOT WANT TO MISS CLASS ON THE DAY A QUIZ IS GIVEN AS QUIZZES CANNOT BE MADE UP. My lecture COMPLEMENTS the textbook, not REPPEATS it. Furthermore, some materials in the book are not easy to understand without listening to the lecture. However, just as I can add materials not in the book, my lecture can skip materials in the book that I think you can handle by yourselves.

**Quizzes**
Quizzes will consist of multiple-choice and/or true-false comprehension questions. Each quiz will have 10 questions. Each question counts for 10 points, so 10 questions in a quiz count for 100 points. A total of 6 quizzes will be given throughout the semester to assess your knowledge of course material. The 2 lowest scoring quizzes will be excluded from your grade. This means a total of 4 highest scoring quizzes will be used for the final grade. There will be NO make-ups for quizzes. Quizzes will be given during the first 20 minutes of class on the day the quiz is RANDOMLY scheduled. IF YOU MISS A QUIZ YOU WILL RECEIVE A 0 ON THAT QUIZ AND WILL NOT BE ABLE TO MAKE IT UP. Quizzes will be based on content recently covered in lecture and/or from readings due that week.

**Final Exam**
The scheduled final exam will consist of multiple-choice and/or true-false comprehension questions. The exam will have 50 questions. Each question counts for 2 points, so 50 questions in an exam count for 100 points. This exam will cover all of the material covered since the beginning of the course (i.e., all required reading assignments, class lectures, materials, and class activities).

**Individual Paper Presentation**
To encourage you to take an active role in your own learning in this class, each student will select a cognitive psychology topic that portrays some aspect of human cognition pertinent to this course. In other words, the topic is open as long as it is directly related to the topic of that week. You will prepare and deliver a 5-minute presentation (your elevator speech). Your presentation time MUST NOT BE LONGER THAN 5 MINUTES. Each student will be responsible for preparing a video clip, a news story, or a book chapter to the class. You can log into the Blackboard to sign up for your presentation topic via a “Sign UP” wiki page. It is important to note that one slot for one person only and is taken on a first-come-first serve basis. Choose a new presentation topic which is not the same or very similar to others. Presentations should make use of power point and be designed to summarize your topic and facilitate class discussion. The topic covered in your presentations should relate to what will provide valuable information to audience. This is a presentation aimed at professionals, so your comments should be critical as well as celebratory. This is your chance to investigate in detail a topic of your own interest, and tell your colleagues why they should have knowledge of the topic. See the guidelines I will use for grading below to see what you should cover in your presentation. I would also like you to upload your power-point file to Blackboard’s ASSIGNMENTS before your presentation. If you need help to access the Blackboard and upload
Some Potential Presentation Topics
Attention
Memory
Sensation and perception
Problem solving
Decision making & reasoning
Knowledge representation
The cognitive psychology /cognitive neuroscience of literature, art, film, or music
Philosophical and/or methodological issues in cognitive psychology
Bilingualism

How your individual presentation (total 10 pts) grade will be computed?
1. Summary of your presentation topic (1.5 pts)
2. Explain why you think this topic is important (1.5 pts)
3. Major observations from your topic (1.5 pts)
4. Implications of your topic to our daily experience (1.5 pts)
5. Relevance of your topic to class materials (2 pts)
6. Organization and clarity of slides/overheads (1 pts)
7. Organization, clarity, and quality of oral presentation (1 pts)

Cell-phone policy
When you are in class, you are here to learn. Talking or texting on your phone is not only discourteous, it is disturbing to me and to other students. Therefore, when class begins you MUST TURN OFF YOUR CELL PHONE AND PUT IT AWAY. If you are caught talking or texting on your phone, you will be asked to put your phone away immediately or leave class.

Make-Up Policy
Make-up exam and individual presentation will only be given for 2 reasons, 1) absence due to a university-sanctioned activity (e.g. away games for athletes, research conferences) or 2) serious medical circumstances. You must give me prior notification of your absence AT LEAST 48 HOURS IN ADVANCE so that appropriate accommodations can be made. If prior notification due to medical circumstances cannot be given, you must contact professor WITHIN 24 HOURS AFTER the exam or have someone else make contact on your behalf. Contact can be made via e-mail to professor. Documentation of your absence must be presented in writing along with any supporting material (e.g., a doctor’s letter or note).

Q & A about Make-up Tests
1. What if I am sick?
Answer: If you are sick, you can take a make-up test. But you need to email me WITHIN 24 HOURS AFTER missing the test to ask for my permission to take the make-up test, and provide me with a doctor's letter as evidence of your sickness claim. Please provide the doctor's email
address or office phone number because I randomly select some to verify the authenticity of the documents. You can deliver the letter to me in person or email it to me as an attachment. A request for a make-up exam made after a delay of OVER 24 HOURS past the closing time of the exam will not be accepted. When you miss the tests and come to me one week, two weeks, or even a month later to ask for taking a make-up test, your request will not be accepted.

2. What if I am participating in some events sanctioned or sponsored by the university during those two days?
Answer: You may take a make-up test, if you can show me documents indicating that the event goes on the day of the exam.

3. What if I truly, honestly forget the final exam and time and miss the exam?
Answer: NO. I announce the final exam date on the syllabus and in class. You are responsible for the consequence of your own complete negligence in that case.

Blackboard
I will use the course blackboard website to post a version of my lecture slides to help you study more efficiently. These are not meant to be complete or to serve as a substitute for attending class. Instead, they should be used as a study guide and to provide structure for taking and interpreting your own notes.
https://mycourses.utrgv.edu/
Once you log in to the “my UTRGV” website you should be able to navigate to the course blackboard site: PSYC-4319-02-Spring2018

Mandatory Course Evaluation Period
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be announce during this semester. Students who complete their evaluations will have priority access to their grades.

Scholastic Integrity
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or
sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Course Drops**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**Accommodations For Students With Disabilities**
The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies. If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.
Psychology 4319 - 02: Cognitive Psychology  
Spring Semester 2018  
Tentative Schedule

Note: The course schedule and other details may be modified during the semester. You are advised to check the Blackboard for the updates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic</th>
<th>Required Text Reading</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues, Jan. 16</td>
<td>Syllabus and course overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Jan. 18</td>
<td>An intro to cognitive science</td>
<td>Chapter 1: Cog Psy: An Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tues, Jan. 23</td>
<td>An intro to cognitive psychology</td>
<td>Chapter 1: Cog Psy: An Intro</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Jan. 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tues, Jan. 30</td>
<td>Brain anatomy, structures, and (cognitive functions)</td>
<td>Chapter 2: Cognitive Neuroscience and Cognitive Science</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb. 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tues, Feb. 6</td>
<td>Sensation and perception</td>
<td>Chapter 3: Sensation and Perception</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb. 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tues, Feb. 13</td>
<td>Mechanisms, theories, and models of attention</td>
<td>Chapter 4: Attention</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb. 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tues, Feb. 20</td>
<td>Memory – encoding; retrieval; storage</td>
<td>Chapter 5: Memory</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Chapters/Topics</td>
<td>Presentations</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Thurs, Feb. 22</td>
<td></td>
<td></td>
<td></td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>7</td>
<td>Tues, Feb. 27</td>
<td>Mechanisms, theories, and models of memory</td>
<td><strong>Chapters 6 &amp; 7:</strong> Learning, remember, and knowing</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar. 1</td>
<td></td>
<td></td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>8</td>
<td>Tues, Mar. 6</td>
<td>Knowledge representation</td>
<td><strong>Chapter 8:</strong> Knowledge</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar. 8</td>
<td></td>
<td></td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>9</td>
<td>Tues, Mar. 13</td>
<td>Spring Break</td>
<td>No Class</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar. 15</td>
<td></td>
<td></td>
<td>No Class</td>
</tr>
<tr>
<td>10</td>
<td>Tues, Mar. 20</td>
<td>Language</td>
<td><strong>Chapter 9:</strong> Language</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar. 22</td>
<td></td>
<td></td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>11</td>
<td>Tues, Mar. 27</td>
<td>Language</td>
<td><strong>Chapter 10:</strong> Comprehension</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, Mar. 29</td>
<td></td>
<td></td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>12</td>
<td>Tues, April 3</td>
<td>Bilingualism, mind, and brain</td>
<td><strong>Special Topic:</strong> Kroll et al. (2015)</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td></td>
<td>Thurs, April 5</td>
<td></td>
<td><strong>Chapter 11:</strong> Decision Making &amp; Reasoning</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>13</td>
<td>Tues, April 10</td>
<td>Decision making &amp; reasoning</td>
<td><strong>Chapter 11:</strong> Decision Making &amp; Reasoning</td>
<td>Individual presentations (3 presenters)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs, April 12</td>
<td>Problem solving</td>
<td><strong>Chapter 12: Problem Solving</strong> Individual presentations (3 presenters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Tues, April 17</td>
<td>Problem solving</td>
<td><strong>Chapter 12: Problem Solving</strong> Individual presentations (3 presenters)</td>
<td></td>
</tr>
<tr>
<td>Thurs, April 19</td>
<td>Q &amp; A about the final exam and class materials</td>
<td><strong>Review Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tues, April 24</td>
<td>Conference Attendance</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Thurs, April 26</td>
<td>Conference Attendance</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Tues, May 1</td>
<td>Study Day</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Thurs, May 3</td>
<td>Study Day</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Tues, May 8</td>
<td>Study Day</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Thurs, May 10</td>
<td><strong>Final Exam</strong> (1:15-3:00 p.m.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>