COGNITIVE PSYCHOLOGY
San José State University
Department of Psychology
PSYC 135, Section 2 (course ID: 21205)
Spring 2017 (Jan 30 [first class] – May 19 [final exam])

Instructor: Dr. Mark Van Selst
Office: 408 924 5674 (DMH 314)
Office Hours: Office hours: Mon & Wed 12:00 – 1:00 PM
Advising hours: Tue & Thu 12:00 – 3:00 PM
Department of Psychology
Email: Mark.VanSelst@sjsu.edu
Web-Resources: See SJSU CANVAS page

Class Days/Time: Mon & Wed, 10:30 – 11:45 AM
Classroom: DMH 356
Prerequisites: General Psychology (PSYC 1)
GE Category: N/A

Course Description
The activity of knowing: acquisition, organization and use of knowledge. Processes involved in that activity, including perception, memory, thinking, and language.

Required Textbook

Course Overview
This course is an introduction to the scientific analysis of how people
think. The course will touch upon the history and current understanding of human cognition. The basic requirement is for students to develop a firm grasp on some of the basic research findings and the theories that have been proposed to account for these findings. As benefits the level of this course, the lectures will cover a broad range of topics, some of which will expand into areas outside of the core content covered in the textbook. The course is primarily lecture-based, as facilitated by class discussion and your independent work on the assignments.

The best way to learn the material will vary across different people. Nevertheless, as we will discover, active information processing leads to better memory (Kellogg, p.133), as does tying the material to real-world examples (Kellogg, p.191). In addition, distributed learning is more effective than “cramming” (the technical term is ‘massed practice’). I suggest that you supplement your class notes and the on-line notes by building your own study guide (I am partial to index cards) as you read through the chapters. It should go without saying that you should read the relevant chapters both before and after they are covered in lecture (interestingly, non-ESL students will benefit more from pre-reading chapters; ESL students benefit more from reading chapters after the fact than pre-reading the chapters). You are strongly encouraged to start on the various assignments (and seek out assistance as appropriate) well before their due date. This is particularly true of assignments that require you to locate and summarize appropriate peer-reviewed empirical journal articles using the PsycInfo database (if you are a new or ‘open university’ student please check with the library reference desk to ensure that you have appropriate access to the electronic database resources required for this course).

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Library Liaison
The library liaison for Psychology is Bernd Becker (408) 808-2348 or
Bernd.becker@sjsu.edu (e-mail preferred)]. He is a valuable resource in helping you to access psychology specific data-base searches and with off campus access to library resources.

**Classroom Protocol**

I expect appropriate behavior – both social and academic – in the classroom. Social behavior includes pre-notification if you are going to have to step out early (and an appropriate seat near the back of the class), turning off cell phones (or setting to silent if there are legitimate paternal or fiscal responsibilities that require you to remain in immediate contact), treating others with courtesy, any computer-use restricted to class-relevant activities, etc. Academic behavior includes following SJSU policies on Academic Integrity (see below).

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s **Catalog Policies** section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the **Academic Calendars webpage** at http://www.sjsu.edu/provost/services/academic_calendars/. The **Late Drop Policy** is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

If you have taken this class before, the old grade will remain visible on your transcript but will no longer be included in the computation of your SJSU or overall gpa if the old grade is a C- or worse and you have grade forgiveness units left. If you wish to have your grades “averaged” (and thus saving grade forgiveness for another course) you will need to submit a form to prevent automatic grade forgiveness.

If you are attempting to qualify for eligibility to be admitted to SJSU you will eventually need to formally (re)apply to the university (via CSUmentor) for the term you wish to return for (e.g., Historically before the end of November for admission to the following Fall semester). Psychology is an impacted major (see the official university information and the Advising Hub at http://www.sjsu.edu/advising/). The requirements to declare a psychology major can be found on the psychology page under faculty/policies: http://www.sjsu.edu/psych/Forms-
Returning students should investigate the “former student returning” process.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record any content.

• Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

• I do permit recording provided (a) you let me know in advance, and (b) it is only for your personal course-related use. However, (c) for those sections of the course where active participation of students or guests may be on the recording, permission of those students or guests must be obtained separately.

• Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without my approval. You may not publicly share or upload instructor generated material for this course such as CANVAS content, exam questions, lecture notes, or homework solutions.

Academic integrity

You should go through the effort to read the university policies on Academic Integrity – there is content there that may surprise you. Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 at http://www.sjsu.edu/senate/docs/F15-7.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic
Policy Fo6-1 requires the approval of the instructor(s). Some assignments will use the “turnitin” plagiarism-screening tool within CANVAS. My recommended sanction for serious infractions of the student code of conduct is expulsion from the university.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability. Associated explanations, policies, and procedures can be found at http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center on the 1st floor of Clark Hall and via the Associated Students in the Student Union. Additional computer labs may be available via your department and/or college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items
include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (Northwest Parking Garage on the corner of 9th and San Fernando Street) and at the 1st floor entrance of Clark Hall. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information. Another source of tutoring and support is the College of Social Sciences ACCESS Center in CLARK 240 (www.sjsu.edu/access).

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. One of the best predictors of long-term academic success is your ability to write; if your writing is weak I strongly encourage you to pursue this resource for improvement – It will impact
your grade in almost every course you take.

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).

**Probation, Disqualification, and Falling Behind.**

Invariably one or two students will find that “life happens” during the semester. If there are life changes or new obligations that develop during the semester it is possible you’d be eligible for a “late drop” of the course (i.e., a grade of “W” rather than “WU” (= “F”) or possibly late withdrawal from the entire semester. Other students simply fall behind – hoping that things will improve rarely works and I do encourage you to seek out assistance from both from me, Academic Advising and Retention Services (AARS), and other appropriate support structures. Do this earlier (proactively) rather than waiting until things look cataclysmic. The use of an “Incomplete” grade is only for where there is a small amount of well-defined work remaining; I do not like to use the “I” option and attempts to use it as a way of delaying an “F/WU” grade from appearing is inappropriate.

**Faculty Web Page, MySJSU Messaging, Email correspondence.**

All course materials will be found on the CANVAS page for this course. You are responsible for regularly checking with the messaging system through MySJSU and for ensuring that you have set-up your MySJSU account with a valid email address. I often use email to highlight changes to deadlines or clarifications of expectations. The Canvas due dates are more likely to reflect up to date changes than the .pdf of the full syllabus.

**Course Goals and Learning Objectives**

Goal 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.
• Students completing this course will be able to describe the major concepts and theories of cognitive psychology.

Goal 2. Research Methods in Psychology: Students will understand basic methodological approaches used in cognitive psychology, including research design, analysis, and interpretation.

• Students completing this course will be able to describe different research methods used in cognitive psychology research.
• Students completing this course will be able to draw appropriate conclusions from psychological research.
• Students completing this course will be able to synthesize and communicate research findings appropriately.

Goal 3. Critical Thinking Skills in Psychology: Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

• Students completing this course will be able to develop arguments for and against positions pertaining to specific debates within cognitive psychology.
• Students completing this course will be able to evaluate and defend positions and criticize arguments pertaining to specific issues in psychology.

Goal 4. Application of Psychology: Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.

• Students completing this course will be able to apply concepts from cognitive psychology (both theories and research findings) to everyday life.

Goal 5. Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

• Students completing this course will recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
• Students completing this course will recognize and respect the role of human diversity as it impacts research into, and application of, cognitive psychology.
• Students completing this course will value intellectual curiosity and skepticism.
- **Students completing this course will recognize how their knowledge of psychology can inform their roles and responsibilities as members of society.**

**Relationship to University Learning Outcomes (ULOs)**

Course goals 1-5 pertain to the University Learning Outcome (ULO 1) of Specialized Knowledge – to master the depth of knowledge required for a degree, as identified by its program learning outcomes. University Learning Outcomes 2 (Broad Integrative Knowledge 1 of 2) has students producing, independently or collaboratively, an investigative, creative, or practical work that draws on theories, tools, technology, or methods from at least two academic disciplines; This course provides some context and content for achieving ULO 2. This course requires competency in advanced level analysis within Science/Social Science and thus pertains to ULO 3 (Broad integrative knowledge 2 of 2). ULO 4 (Intellectual Skills) has students obtaining skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, literacy in information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities; this course develops progress towards achieving ULO 4. This course starts the development of ULO 5 (applied Learning) which is to develop the ability to integrate theory, practice, and problem-solving to address real world issues or contexts. This course does not really focus on ULO 6 (Social and Global Responsibilities) – that is, developing the ability to act intentionally to address a global or local problem in an informed and ethical manner with a historical perspective and a clear understanding of societal and civic responsibilities.

**Assignments and Grading Policy**

The homework assignments will be graded (see evaluation breakdown below). The assignments will ensure that everyone keeps up with the reading, and should help you to assess whether you have mastered the basic concepts under study. The exams are (mostly) non-cumulative but, to some extent, the course material builds naturally upon itself. I am generally available to meet with you in order to elaborate on the requirements of the assignments or to answer specific questions that you have. Exams and quizzes will not be rescheduled except in the case of a medical or family emergency; in all cases, documentation will be required. Exams will cover
factual information (key terms, methods, research outcomes, etc.),
theoretical / conceptual knowledge (understanding methods, theoretical
interpretations, etc.), and application of the methods, concepts and
principles to “real-world” situations. Scantron forms will NOT be used -- be
prepared to answer both multiple-choice and short-answer type questions.

Credit will be penalized a minimum of 25% of the possible grade for late
assignments. Papers are generally due to have been uploaded to CANVAS
at the beginning (within five minutes of the registrar’s scheduled start
time) of the relevant class meeting. If you are falling behind, keep up with
all current assignments while working on those that are already late.

Access to a computer word processor is required for the substantive
writing assignments. You will need to upload documents in a format that is
visible via the CANVAS learning management system (you may want to
proof-check any submitted work). Per department policy, poorly written
work may be returned without a grade.

If you are unfamiliar with the use of the Psycinfo database, make an
appointment with me as soon as possible. Open University students should
approach library support services as soon as possible. Newspaper and
magazine articles nor “information sites” (Wikipedia, etc) from the web are
not journal articles. It is your responsibility to have easy access to a back-up
copy of any work that you hand in (keep multiple back-ups of any
computer media).

Schedule and Evaluation

The points assigned sum to 100 (there are no other ‘bonus’ points
available except for (potentially) exceptional exam performance). Your
summed score determine your percentage in the course (i.e., score out of
100). The grade cut-offs (e.g., 80% for a B-, 82.5% for a B are ABSOLUTE
[i.e., you will not get a “push” into the next category]). If you are close to a
cut-point, study hard and be VERY conscientious about your homework.
Via CANVAS you can know your grade in the course to date after every test
and assignment is graded. The grade breakdown is:

- 11 assignments (see schedule) 3-5% each
- 4 mostly non-cumulative midterm exams

The course will be graded out of 100:
<60 is a fail;
60-62.5 D-; <67.5 D; <70.0 D+;
Course Completion
Receiving a grade other than F/WU requires three exams and at least six of the eleven assignments. I will generally not assign an incomplete unless there is a strong plan in place to cover the minority of material missing at the end of the regular course offering. Any such incompletes may need to be completed within a month. An “incomplete” in the course is reserved for those situations where there vast majority of the coursework is complete and there is a specific plan already in place (by mutual agreement) to complete the remaining work. Note that after-the-fact changes to grades will not positively impact probationary or disqualification status.

Application for University Graduation
If you have more than 90 units of credit towards graduation, you should meet with your major advisor concerning completing an application for graduation (ideally at least a year in advance – March 20th deadline to receive priority registration for the following Fall and Spring).

The schedule and grades assigned are subject to minor modification with fair notice (in class and email when the syllabus is updated).

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Chapter (Kellog Text)</th>
<th>Daily Events / Due Dates</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Jan 30</td>
<td>Mon.</td>
<td>Chapter 1 Introduction</td>
<td>Introduction and Outline</td>
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<tr>
<td>Feb 1</td>
<td>Wed.</td>
<td>Chapter 1 Introduction</td>
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<td>Feb 6</td>
<td>Mon.</td>
<td>Chapter 1 Introduction</td>
<td>(last drop Feb 7)</td>
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<td>CORE CONCEPTS</td>
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<tr>
<td>Feb 8</td>
<td>Wed.</td>
<td>Chapter 2 Perception</td>
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<tr>
<td>Feb 13</td>
<td>Mon.</td>
<td>Chapter 2 Perception</td>
<td>NEUROSCIENCE</td>
<td>5</td>
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<tr>
<td>Feb 15</td>
<td>Wed.</td>
<td>Chapter 2 Perception</td>
<td>(last add Feb 14)</td>
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<tr>
<td>Feb 20</td>
<td>Mon.</td>
<td>MIDTERM 1 (Chapter 1-2)</td>
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<td>10</td>
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<td>Feb 22</td>
<td>Wed.</td>
<td>Chapter 3 Attention</td>
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<tr>
<td>Date</td>
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<td>Notes</td>
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<td>Feb 27</td>
<td>Mon</td>
<td>Chapter 3 Attention</td>
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<tr>
<td>Mar 1</td>
<td>Wed</td>
<td>Chapter 3 Attention</td>
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<tr>
<td>Mar 6</td>
<td>Mon</td>
<td>Chapter 4 Memory Systems</td>
<td>BINDING</td>
<td>4</td>
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<td>Mar 8</td>
<td>Wed</td>
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<td>Mar 13</td>
<td>Mon</td>
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<td>Mar 15</td>
<td>Wed</td>
<td>MIDTERM 1 (Chapter 3-4)</td>
<td>(PROCTOR)</td>
<td>12</td>
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<td>Mar 20</td>
<td>Mon</td>
<td>Chapter 5 Remembering Events</td>
<td>MNEMONICS</td>
<td>3</td>
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<tr>
<td>Mar 22</td>
<td>Wed</td>
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<td>Mar 27-31</td>
<td>M-F</td>
<td>SPRING BREAK</td>
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<td>Apr 3</td>
<td>Mon</td>
<td>Chapter 6 Memory Distortions</td>
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<td>Apr 5</td>
<td>Wed</td>
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<td>Apr 10</td>
<td>Mon</td>
<td>Chapter 7 Imagery and Knowledge</td>
<td>FALSE MEMORIES</td>
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<td>Wed</td>
<td>Chapter 7 Imagery and Knowledge</td>
<td>Functional Equivalency</td>
<td>4</td>
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<tr>
<td>Apr 17</td>
<td>Mon</td>
<td>Chapter 7 Imagery and Knowledge</td>
<td>METACOGNITION</td>
<td>5</td>
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<tr>
<td>Apr 19</td>
<td>Wed</td>
<td>Chapter 8 Language</td>
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<td>Apr 24</td>
<td>Mon</td>
<td>Chapter 8 Language</td>
<td>LANGUAGE</td>
<td>4</td>
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<tr>
<td>Apr 26</td>
<td>Wed</td>
<td>MIDTERM 2 (Chapters 5-8)</td>
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<tr>
<td>May 1</td>
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<td>Chapter 9 Problem Solving</td>
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<td>May 3</td>
<td>Mon</td>
<td>Chapter 9 Problem Solving</td>
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<td>May 8</td>
<td>Wed</td>
<td>Chapter 9 Problem Solving</td>
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<tr>
<td>May 10</td>
<td>Mon</td>
<td>Chapter 10 Reasoning and Decision</td>
<td>BIASES and HEURISTICS</td>
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<tr>
<td>May 15</td>
<td>Wed</td>
<td>Chapter 10 Reasoning and Decision</td>
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<tr>
<td>May 19</td>
<td>Friday</td>
<td>Final Exam / MIDTERM 4</td>
<td>9:45 AM</td>
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<td>(Chapters 9-10)</td>
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<td>By midnight →</td>
<td>Values and Diversity</td>
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Note that the Values and Diversity assignment is due MIDNIGHT on the date of the final exam.
Values and Diversity

One Essay (2 points total).

Write a 400-600 word essay (references not included as part of the word limits), as a self-reflection on how something that you learned within this course could influence the decisions you will make in the future. I specifically want you to address the potential decision/action with respect to the Values in Psychology Learning Objective (provided earlier in this syllabus as LEARNING OBJECTIVE #13), which states “Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.” I am very interested in whether or not you believe that the content of this course, as taught, relates to these desired knowledge and behavioral outcomes for you. To be explicit: the components I am looking for are (1) what was NEW to you, (2) what IMPACT did it have on you, and (3), do you believe you will actually ACT in a different manner having learned this new material?