San José State University
Department of Psychology
COGNITION, PSYC 135, Section 1, WINTER 2019 (10032)

Course and Contact Information

Instructor: Dr. Mark Van Selst
Office Location: DMH 314
Telephone: 408 924 5674
Email: Mark.VanSelst@SJSU.edu
Office Hours: Mon Tue Wed Thu Fri 12:00-1:30 (in person till Jan 15, then e-access only)
Class Days/Time: Mon Tue Wed Thu Fri 9:00 – 11:55 AM
Classroom: DMH 359
Prerequisites: Introductory Psychology (PSYC 1)

Course Description

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

The 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.

Course Format

The course is primarily lecture-based, as facilitated by class discussion and your independent work on the assignments. The last two days of class for the course (Wed, Thur Jan 16, 17) that precede the final exam for the course on Friday Jan 18 will require you to use remote access (a “Zoom” electronically mediated meeting). On the first day of class we will arrange to either share classroom access with other students for this purpose and/or make other on-campus arrangements. The CANVAS Learning Management System is used extensively for access to lecture content and for submission of the (many) assignments that are a required portion of your grade for the course.

Communications with Students

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking both the CANVAS webpage (see the syllabus link for the schedule of due dates) and with your registered SJSU email address for communications. I update CANVAS materials throughout the course and also communicate via email.
Mission
The mission of the Department of Psychology at San Jose State University is to engage in the discovery of knowledge about the biological, sociocultural, and psychological processes that affect behavior and to share that knowledge with our students and the scholarly community. The Department integrates undergraduate and graduate education, teaching, research, applied training, and service activities to further the overall mission of the University.

Course Goals (bold) and Learning Outcomes (not bold)
This course pertains to the department of psychology undergraduate program learning outcomes found at: http://www.sjsu.edu/psych/plo/index.html; In particular:

Goal 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology. (e.g., ASST 1)
- 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. (e.g., ASST 2, 4, 7)
- 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. (e.g., ASST 10, 11)
- 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. (e.g., ASST 6, 8)
- 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. (ASST 12)
- Students completing this course will recognize the necessity for ethical behavior in science and practice.
- 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.
Required Texts/Readings

Textbook

Other technology requirements / equipment / material
You will need access to the internet to upload assignments to CANVAS and to access the MLK Library (PsycInfo database). You will need internet access and a reliable laptop capable of using ZOOM (search “zoom requirements” online) – also see the note under “course format” for alternative accommodations.

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.

Course Requirements and 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.154), as does tying the material to real-world examples (Kellogg, p.155). In addition, distributed learning is more effective than “cramming” (the technical term is ‘massed practice’) (Kellogg, p.124). 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 primary source 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).

The full description of the assignments is available via CANVAS. There are three kinds of assignments. The “define terms” assignments (Part one of ASST 3, 4, and 7) clearly introduce concepts important to Course Learning Objective 1 (Goal 1: Knowledge Base). The “interpret and transmit knowledge assignments (e.g., ASST 2 and Part two of ASST 3, 4, 7) introduce and reinforce CLOs related to GOALS 2 (Methods) and 4 (Critical Thinking). The “finding cognition in the wild” assignments (ASST 1, 6, 8, 9, 10, 11) relate to the CLOs associated with GOAL 4 (Application). The final assignment on the values and application of psychology clearly feed into the CLOs associated with GOAL 5 (values and ethics). The topics of the assignments are listed in the calendar section of this syllabus (and the “SYLLABUS” link on CANVAS).

Seven of the 12 involve submitting a 250+ word responses to writing prompts. Most of these require you to incorporate a primary source research article from a peer-reviewed journal. It is important to consider the time commitments required to meet these requirements given the short time-frame of the course.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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 ....” (University Syllabus Policy S16-9 at http://www.sjsu.edu/ senate/docs/S16-9.pdf). Also see: Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
Final Examination or Evaluation

The final examination (chapters 8, 9, 10) will take place on the last scheduled meeting date of the winter intersession (see final examination policy at http://www.sjsu.edu/senate/docs/S17-1.pdf).

Grading Information

The points assigned sum to 100 (there are no other ‘bonus’ points available except for (potentially) for 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 conscientious about the quality and timeliness of your assignments. Your grade in the course to date is available via CANVAS. The grade breakdown by assignment (12 assignments, 40 points) and midterm (3 midterms, 60 points) is provided in the course schedule. Late assignments will receive a penalty of 25-50% off of the possible points. You should use the rubrics that are provided with the assignments in CANVAS to ensure that you respond to the writing prompts for the assignments. Many assignments will require multi-part submissions since I want to use turn-it-in to evaluate your independent work but also will often want to see the primary resources that you’ve drawn your work from.

Determination of Grades

- A: 90 to 92.5 is an A minus, above 97.5 is an A plus
- B: 80 to 82.5 is a B minus, above 87.5 is a B plus;
- C: 70 to 72.5 is a C minus, above 77.5 is a C plus;
- D: 60 to 62.5 is a D minus, above 67.5 is a D plus;
- F: Less than 60 is a fail;
- I will generally not assign an incomplete unless there is a strong plan in place (by mutual agreement) to cover the minority of material missing at the end of the academic session. After-the-fact grades changes will not retroactively alter probation or disqualification.
- Some students may find that “life happens” during the academic session. If there are life changes or new obligations that develop during the academic session 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. If you fall behind, hoping that things will improve rarely works; I encourage you to seek out assistance from me, Academic Advising and Retention Services (AARS), and other appropriate support structures. Do this earlier (proactively) rather than waiting until things look cataclysmic. Attempting to use an “I” to delay an “F/WU” is inappropriate.

Classroom Protocol

I expect appropriate behavior – 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). I hope that you take the opportunity to actively engage with the material because it yields a better learning environment for yourself and the other students as well as a better instructional experience for me.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/” Relevant content includes:
- General Expectations, Rights and Responsibilities of the Student
- Workload and Credit Hour Requirements
- Attendance and Participation
- Timely Feedback on Class Assignments
- Accommodation to Students' Religious Holidays
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services

PSYC 135, COGNITION, FALL 2018

Course Schedule

This schedule is subject to change with fair notice. In case of conflict follow the CANVAS due dates and times.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Wed Jan 2</td>
<td>Overview</td>
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<td>Chapter 1 INTRODUCTION</td>
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<td>1</td>
<td>Thur Jan 3</td>
<td>Chapter 2 PERCEPTION</td>
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<td>• ASST 1 DUE (core concepts)</td>
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<td>1</td>
<td>Fri Jan 4</td>
<td>Chapter 3 ATTENTION</td>
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<td>• ASST 2 DUE (neuroscience) [three part submission]</td>
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<td>2</td>
<td>Mon Jan 7</td>
<td>MID 1 (C1, C2, C3)</td>
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<td>Chapter 4 MEMORY SYSTEMS</td>
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<td>• ASST 3 DUE (Binding) [three part submission]</td>
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<td>2</td>
<td>Tue Jan 8</td>
<td>Chapter 4 MEMORY SYSTEMS</td>
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<td>Chapter 5 ATTENTION</td>
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<td>• ASST 4 DUE (Memory Systems)</td>
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<td>Wed Jan 9</td>
<td>Chapter 5 ATTENTION</td>
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<td>Chapter 6 MEMORY DISTORTIONS</td>
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<td>• ASST 5 DUE (Mnemonics)</td>
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<td>2</td>
<td>Thur Jan 10</td>
<td>Chapter 6 MEMORY DISTORTIONS</td>
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<td>Week</td>
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<td>2</td>
<td>Fri Jan 11</td>
<td>MID 2 (C4, C5, C6) Chapter 7 IMAGERY AND KNOWLEDGE REPRESENTATION</td>
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<td>• ASST 6 DUE (False Memories)</td>
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<td>Mon Jan 14</td>
<td>Chapter 8 LANGUAGE</td>
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<td>• ASST 7 DUE (Functional Equivalency)</td>
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<td>3</td>
<td>Tue Jan 15</td>
<td>MID 3 (C7, C8) <em><strong>PROCTORED</strong></em> (in person)</td>
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<td>• ASST 8 DUE (Language)</td>
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<td>Chapter 9 PROBLEM SOLVING (via zoom application)</td>
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<td>Wed Jan 16</td>
<td>Chapter 9 PROBLEM SOLVING (via zoom application)</td>
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<td>• ASST 10 DUE (Problem Solving)</td>
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<td>Thur Jan 17</td>
<td>Chapter 10 REASONING &amp; DECISION MAKING (zoom)</td>
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<td>• ASST 11 DUE (Biases in Decision Making) (last day of instruction)</td>
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<td>?Intelligence (bonus content)? and review</td>
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<td>Fri Jan 18</td>
<td>MID 4 (C9, C10) <em><strong>PROCTORED</strong></em></td>
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<td>• ASST 12 DUE (Values and Appreciation) [midnight]</td>
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A heads-up on Dr. Van Selst’s travel commitments:

I will have an electronic conference call Jan 9 12-2 while at SJSU, this will impact advising and office hours.
I will be in Long Beach Jan 15-19
- Jan 15 (Tuesday) you’ll have a proctored exam plus (10:30 onward) a zoom meeting with me to start our coverage of Chapter 9 (post-exam).
- Jan 16 (Wednesday) you’ll have a zoom meeting with me (9AM onward) to cover C9, start C10
- Jan 17 (Thursday) you’ll have a zoom meeting with me (9AM onward) to finish C10 and review for mid4 (which is non-cumulative)
- Jan 18 (Friday) you’ll have a proctored exam; I will be available for questions re: ASST 12 (due by midnight)