

San José State University, Department of Psychology

PSYC 135, Cognition, Section 80, Summer 2020 (session II)

Course and Contact Information

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|-------------------------|---|
| Instructor: | Mark Van Selst |
| Office Location: | DMH 314 (realistically, online: email and zoom) |
| Telephone: | 408 924 5674 |
| Email: | Mark.VanSelst@SJSU.edu |
| Office Hours: | Tue and Thu 1:00-2:30 |
| Class Days/Time: | Mon Wed 9:00-1:15AM (lecture) |
| Classroom: | Zoom (lecture) |
| Prerequisites: | PSYC 1 (Introductory Psychology) |
| Course Format: | Synchronous online (SJSU Canvas, ZOOM) |

Course Description:

From the Course Catalog:

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. Success in this course is based on the expectation that students will spend 45 minutes on preparation, studying, or lecture-related activities in addition to the 15 hours of lecture/discussion content and the additional in-person and outside activities related to the laboratory/activity section.

Access to content:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found via the [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources). The zoom links for class activities (i) will be sent based on course registration, (ii) may not be shared, (iii) recordings are generally prohibited and, if authorized, are only to be used for personal educational use, (iv) change for each day and (v) may require the SJSUone login for access. The course is primarily lecture-based, as facilitated by class discussion and your independent work on the assignments. 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. I will be updating the CANVAS materials throughout the course as we get to new chapters / new content. I will also be communicating by 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. Learning Outcomes (CLO)

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 Textbooks

Kellogg, R.T. (2012). *Fundamentals of Cognitive Psychology* (3rd Edition). Sage. ISBN 978-1-4833-4758-5.

Other technology requirements / equipment / material

- CANVAS
- ZOOM (stable internet connection, distraction-free environment that also provides the ability to meet/converse with fellow students)

Library Liaison (<https://library.sjsu.edu/staff-directory/subject-librarians>)

- Psychology
Bailey, Christa
Phone: 408-808-2422
Email: christa.bailey@sjsu.edu
- The SJSU library liaison can be 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, 170). I suggest that you supplement your class notes and the on-line notes by building your own study guide (p.171, 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). Final Examination or Evaluation

The full description of the assignments is available via CANVAS. There are three kinds of assignments. The “define terms” components (included in ASST 1 and the first part 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](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>). Also see: Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Grading Information

- Exams and quizzes will not be rescheduled except in the case of a medical or family emergency; in all cases, documentation will be required. If you need course adaptations or accommodations because of a disability, or if you need special arrangements, please make an appointment with me as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with Accessible Education Center (AEC) to establish a record of their disability (www.sjsu.edu/aec).
- The start and end time for the availability and due dates for many assignments are fixed based on prior and subsequent work so extensions or accommodations would negatively impact (disadvantage) other students.
- Credit may or may not be given for late assignments. Do not rely on “late” allowances being permitted. All late work that is permitted will be penalized a minimum of 10% of the possible total (minimum -.5 points per item). Papers are due at the beginning (within five minutes of the registrar’s scheduled start time) of the relevant class or laboratory meeting or as indicated on the CANVAS web-page. I will attempt to ensure that a copy of handouts and other assignment-related materials are available electronically via canvas (where possible).
- All work you turn in should be your own. It is your responsibility to be familiar with the scope, definitions, and recommended sanctions stated in SJSU policies on [academic integrity](#) (includes plagiarism). For many assignments, discussing the work with your classmates is encouraged; copying their work is not. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. I will recommend academic disqualification from SJSU for anything more than a trivial violation of the academic integrity policy.
- Homework and/or laboratory assignments will be given frequently. A portion of these 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. The various assignments and the final exam are partially cumulative since later topics build naturally upon those covered earlier in the course.
- Most assignments will be due in electronic format via the CANVAS web-page. Access to a computer word processor is required for the assignments. Where the assignments require substantial written work, a scan of written work is not acceptable (i.e., I am generally looking for .pptx, .docx, or machine-readable .pdf). 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 and save your work often). It is also wise to retain developmental versions and research materials.
 - [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
 - [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
 - [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Determination of Grades

| <i>Grade</i> | <i>Points</i> |
|----------------|---------------------|
| <i>A plus</i> | <i>95 to 100</i> |
| <i>A</i> | <i>92.5 to 95</i> |
| <i>A minus</i> | <i>90.0 to 92.5</i> |
| <i>B plus</i> | <i>87.5 to 90.0</i> |
| <i>B</i> | <i>82.5 to 87.5</i> |
| <i>B minus</i> | <i>80.0 to 82.5</i> |
| <i>C plus</i> | <i>77.5 to 80.0</i> |
| <i>C</i> | <i>72.5 to 77.5</i> |
| <i>C minus</i> | <i>70.0 to 72.5</i> |
| <i>D plus</i> | <i>67.5 to 70.0</i> |
| <i>D</i> | <i>62.5 to 67.5</i> |
| <i>D minus</i> | <i>60.0 to 62.5</i> |

NOTE: Spring 2020 allowed CR/NC grading to ‘count’ for the major. This allowance was based on the disruption due to the mid-semester change of modality for many courses. There is no reason to believe that that particular grading accommodation will continue beyond the SPRING 2020 semester.

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

Disruptive students will be removed from the zoom meetings. This will have obvious negative effects on their ability to pass the course. The class requires active engaged participation from each of the students and a continuing commitment to help others in the class learn the material is expected. The dates assigned for pop-quizzes and participation points will only approximate those presented in the schedule. I am making the assumption that this class is your primary and dominant commitment for the entire period of each class meeting. “Splitting attention” is inappropriate and unlikely to yield success in the course. I expect the same level of attention as if this were an in-person class (i.e., it is unlikely that you’d get up to feed the dog, etc.).

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. counseling, tutoring, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. In part,

- [General Expectations, Rights and Responsibilities of the Student](#)
- [Academic Integrity](#)
- [Accommodation to Students' Religious Holidays](#)
- [Adding and Dropping Classes](#)

- [Attendance and Participation](#)
- [Accommodations for Students with Disabilities](#)
- [Consent for Recording of Class and Public Sharing of Instructor Material](#)
- [Timely Feedback on Class Assignments](#)
- [Workload and Credit Hour Requirements](#)

PSYC 135 (Cognition) Summer 2020 Course Schedule

The CANVAS schedule will trump the .pdf schedule. It is subject to change with fair notice (via CANVAS, class discussion, and/or email).

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines | /100 |
|------|----------------------|---|-------------|
| 1 | Monday July 6 | Overview Chapter 1 INTRODUCTION | |
| 1 | Wednesday July 8 | <ul style="list-style-type: none"> • ASST 1 DUE (core concepts) Chapter 2 PERCEPTION <ul style="list-style-type: none"> • Localization: https://www.ted.com/talks/neil_burgess_how_your_bra_in_tells_you_where_you_are?language=en#t-523678 • Color context: https://www.ted.com/talks/beau_lotto_optical_illusions_show_how_we_see#t-971600 | 2 |
| 2 | Monday July 13 | <ul style="list-style-type: none"> • ASST 2 DUE (neuroscience) [three part submission] Chapter 3 ATTENTION | 3 |
| 2 | Wednesday July 15 | <ul style="list-style-type: none"> • ASST 3 DUE (Binding) [three part submission] MID 1 (C1, C2, C3) Chapter 4 MEMORY SYSTEMS | 3 18 |
| 3 | Monday July 20 | <ul style="list-style-type: none"> • ASST 4 DUE (Memory Systems) Chapter 5 REMEMBERING EVENTS | 4 |
| 3 | Wednesday July 22 | <ul style="list-style-type: none"> • ASST 5 DUE (Mnemonics) MID 2 (C4, C5) Chapter 6 MEMORY DISTORTIONS | 2 15 |
| 4 | Monday July 27 | <ul style="list-style-type: none"> • ASST 6 DUE (False Memories) Chapter 7 IMAGERY AND KNOWLEDGE REPRESENTATION | 4 |
| 4 | Wednesday July 29 | <ul style="list-style-type: none"> • ASST 7 DUE (Functional Equivalency) MID 3 (C6, C7) Chapter 8 LANGUAGE Chapter 9 PROBLEM SOLVING | 3 15 |
| 5 | Monday Aug 3 | <ul style="list-style-type: none"> • ASST 8 DUE (Language) • ASST 9 DUE (Metacognition) • ASST 10 DUE (Problem Solving) Chapter 9 PROBLEM SOLVING | 3 3 2 |

| Week | Date | Topics, Readings, Assignments, Deadlines | /100 |
|------|--------------------|---|----------------------|
| | | <ul style="list-style-type: none"> https://www.theatlantic.com/magazine/archive/2018/09/cognitive-bias/565775/ Chapter 10 REASONING & DECISION MAKING | |
| 5 | Wednesday Aug 5 | <ul style="list-style-type: none"> ASST 11 DUE (Biases in Decision Making) Chapter 10 REASONING & DECISION MAKING MID 4 (C8, C9, C10) <ul style="list-style-type: none"> [@class]ASST 12 DUE (Values and Appreciation) [midnight]) | 3 18 2 |