

Cognitive Psychology

85-211A

People Information

Instructor: Anne Fay

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Office Hours: Thursday 11:30am – 2:00pm (or by appointment)

Office hours are opportunities for you to get one-on-one help and/or for you to talk with me about issues in cognitive psychology that interest you. If you want to share or discuss some newspaper or magazine article you read, have a question or reflection about your own learning and cognition, or want to give me feedback about the course, this is the time to do it. These hours are reserved for you – please take advantage of them!

TA: Yvonne Kao

Office: Baker Hall 455B

Phone: 268-8113

Office Hours: Monday 1:30-2:30pm & Wed 10:30am – 11:30am

Course Information

Time & Location: Tues & Thursday 9:00am – 10:20am, Baker Hall 135A (Adamson Wing)

Readings

Required Readings. All readings are available on the course Blackboard site in pdf format. For each topic there is a Core reading and an Application reading. Core readings are chapters from various cognitive psychology textbooks. With each core reading is a quiz to help you assess your understanding of the reading. The application readings are shorter and address a real world application of some of the theories or findings discussed in the chapter or present additional research on a topic. Both are required readings. For some topics there are more than one Application reading. In these cases you will be able to select the reading that seems most interesting to you.

Supplementary Readings. In addition to the required readings, I will make available various readings for your own interest. These readings can help you more deeply understand topics we are discussing or provide you with information on related topics. If you find any interesting readings related to the course (from magazines, newspapers, websites, etc), please send them on to me and I will post them on our site..

Instructor Goals:

As your instructor, I have three major goals: 1) To help you acquire knowledge and skills as they pertain to cognitive psychology, 2) To encourage your interest and application of cognitive psychology as it relates to your own life, 3) To help you further develop the skills, knowledge and attitudes that will help you to succeed in life, whether you are going on to graduate or professional schools, or careers.

Learning Objectives for the Course

By the end of the semester you should be able to:

- Recognize and recall major terms and concepts in cognitive psychology
- Describe and explain major methods and theories
- Compare and contrast alternative theories or approaches in terms of their underlying processes and predictions
- Evaluate major studies in terms of their methods, results, conclusions & implications
- Apply theories or findings to real world situations
- Generate and explain examples that demonstrate or test theories or concepts
- Analyze and synthesize concepts and theories across topics, readings, and discussions
- Communicate ideas in writing in a clear, coherent, and logical style

Grading Philosophy & Policy

Assessment & Evaluation

Your performance will be assessed through a variety of classroom activities, exams, and homework assignments. As the course progresses, assessments will increasingly address the more complex learning objectives (e.g., evaluate, apply, analyze) Some assessments will be informal and embedded in regular class activities and others will be formal tests and homework. The purpose of multiple assessments is to provide you with several opportunities to practice and demonstrate your skills and knowledge and to receive feedback to help you monitor and improvement your performance. Your final grade will be based on the following work:

Exams: (Best 3 of 4):	75%
Homework: (Best 5 of 8):	15%
Classroom activities:	10%

To Curve or not to Curve

I do not grade on a curve, meaning I do not set grades based on a getting a certain percentage of A's, B's, C's, etc. I am a criterion-referenced grader, which means that I have a set of standards for what I think you should know and be able to do to get an A, B, C, D, and R, and if that results in 80% or 90% of the class getting A's that's fine. In order to achieve an A, you need to demonstrate highly proficient performance on all the learning objectives and across the three types of assessments. You cannot earn an A if you do not do all the required work, no matter how well you perform on exams. Grades will be determined by the following:

A: 90 – 100 B: 80 – 89 C: 70 – 79 D: 60 – 69 R < 60

Late Assignments and Missed Exams:

To avoid dealing with lateness and missed exams, I provide you with more assessment opportunities than you need for your grade. You can either skip some assignments or an exam because you are too busy, sick, or just don't feel like doing it, or you can do them all and I will select the best ones to count toward your grade. This means that NO arrangements will be made for late assignments or missed exams. Please be careful in choosing to skip assignments or exams early in the semester – you make be overwhelmed later, get sick, or otherwise need to miss an exam or assignment. Don't throw your chances away. Even if you decide not to hand in a piece of work, I encourage you to attempt it to give yourself practice.

Contesting Grades

If you believe you were not graded accurately on an assessment, you may submit a written request for a re-grade within 1 week of getting your work returned. Any work submitted for re-grading will be completely re-graded, not just the item in dispute, which could result in a higher or lower score, if we incorrectly gave you points, added wrong, etc.

Unfortunately, in the past I have had cases where students have changed responses on a graded exam and submitted their changed answers for re-grading. For this reason, I now photocopy a random sample of assessments before returning them. Changing an answer and submitting it for a re-grade is cheating and I will report it to the department and the school immediately.

Attendance

Class attendance is strongly recommended and will count toward your participation grade. Regular class time will include informal assessment activities for which points will be assigned. Participation in these activities will help you prepare for exams and homework and also provide me with feedback on your progress.

Classroom Etiquette

As you will learn when we discuss attention, unexpected noises and movement automatically divert and capture attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc makes noise or if you enter the class late or leave early. If you *must* be late, or leave early, sit in the back row and enter or leave quietly and unobtrusively. I allow you to take notes on your laptop but you must turn the sound off so that you do not distract other students. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted your screen.

Cheating & Plagiarism

You are responsible for knowing the University policies on cheating and plagiarism. Not giving credit to a person for their intellectual work and passing it off as your own is stealing.

Specifically:

- 1) Copying or allowing someone to copy your work on an exam, homework, or in class assignment is cheating.
- 2) Cutting and pasting material from the web or any other electronic source is plagiarism.
- 3) Copying and turning in the same assignment as someone else, from this class or from another class, is cheating. Unless explicitly told otherwise, you can discuss and problem-solve on homework together but the final product has to be your own – not just your own handwriting but your own way of explaining and organizing your ideas.
- 4) Making superficial changes (minor additions, deletions, word changes, tense changes, etc) to material obtained from another person, the web, a book, magazine, song, etc. and not citing the work, is plagiarism. The idea is the intellectual property, not the specific format in which it appears (e.g., you wouldn't reword Einstein's theory of relativity and imply that relativity was your own idea, would you?)

If you find material and it is exactly what you are trying to say, or you want to discuss someone's idea, give the person credit and cite it appropriately. Don't overuse citations and quotes: instructors want to know how you think and reason, not how some one else does.

If you have any questions or concerns about whether your behavior could be interpreted as plagiarism, please ask Yvonne or me before you submit the work.