PSYC207A (CRN: 10429) Monday & Wednesday 4:05 - 5:20 p.m.

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Hours: Mondays and Wednesdays, 1:30 – 2:30 or by appointment

READINGS:


STUDENT SELECTIONS:
* One (1) research article related to Cognition of your own choosing to use as a basis for one (1) written critique.
* Six (6) or more research articles or books on a topic related to Cognition of your own choosing to use as a basis for one (1) Literature Review Paper.

COURSE DESCRIPTION AND GOALS

This course will provide an introduction to “thinking” or cognition, also called “higher mental processes” in Cognitive Psychology. Most of this course will concentrate on higher cortical functioning and the CogLab feature will provide an opportunity to directly experience some of the research methodology that forms the basis for what we know and are learning about cognition. This area of research in psychology is rapidly changing thanks to advances in neuroimaging techniques which will we will also explore. We will examine the complex array of cognitive factors such as perception, attention, working memory, long-term memory, language, memory errors, knowledge and thinking through a review of the most recent research on this topic. This, along with your own process of “self-discovery,” will help you understand how cognitive processes relate to your thinking, behavior and emotions (although this is not a self-help course). Taken together, the text, class presentations and discussions, and the research that you choose to incorporate into this course should provide you with an excellent foundation on the subject of cognition as well as an appreciation for its complexity.

Course Goals:
1. Demonstrate knowledge, comprehension and application of central themes and concepts related to COGNITION, including relevant historical developments, theories, ethical standards, research findings, and the complexity of Cognition processes (assessed using weekly written reflective assignments, presentations);
2. Evaluate and apply research methods in COGNITION, as demonstrated by the ability to summarize, interpret and critically evaluate the research in this area in written and class presentation formats (assessed using article critique, presentation of primary research, literature review project);
3. Demonstrate the following proficiencies: (1) select relevant, current research on a topic, (2) understand and interpret research, (3) organize and synthesize information from multiple sources, (4) master APA writing style and format (assessed using literature review project on a topic of your choice, related to COGNITION);
4. Apply your knowledge to your own Cognition processes (for example, decision-making, prioritizing, meeting deadlines) through weekly reflective assignments, class discussions and to professional applications such as education, communication disorders, law, clinical psychology/mental health, and social relationships.
Prerequisites
Prerequisites for this course are PSYC001, PSYC104 and PSYC109. If you do not meet this requirement, you must see me immediately to discuss whether other courses may be substitutes for this requirement.

Course Expectations and Student Responsibilities
The course requires a fairly sophisticated background in psychology and is, therefore, appropriate for advanced undergraduate students (juniors and seniors) and interested graduate students in psychology, business administration, physical therapy, nutrition and food sciences and other related disciplines. Foundational theories, current research and methodologies of this significant area of psychology will be reviewed and discussed. Participants in this course are expected to (1) complete all readings, written and presentation requirements within the time allotted, (2) attend class and be an active member in all class discussions, (3) present research as required in a professional manner, and (4) provide support and encouragement to other class members when they are making class presentations. Participants will also have an opportunity to engage in self-directed learning by selecting topics of interest for exploration and enlightenment. Because many students who take this course expect to attend graduate school at some future time, course objectives emphasize the student’s ability to (1) locate and evaluate high quality relevant research from appropriate psychology journals and books, (2) synthesize and critique readings (text and research articles/books) in both verbal and written formats using APA format and style, (3) present material in a classroom setting with appropriate aids (e.g., handouts, PowerPoint) in different contexts (i.e., formal class presentation, student-led discussions, poster presentation), and (4) participate actively in all class discussions. Finally, this course is designed to permit “self-discovery” through personal reflection on the readings, discussion of points of interest from source materials to students, and self-selection of material for intensive personal study.

Graduate Credit: Graduate students will be required to write a 15-20 page Literature Review paper, with at least 15 sources, following the Literature Review Project Guidelines posted on Blackboard. In addition, graduate students will be required to select a recent (no more than 2 years old) journal article from the primary literature and give a 20-min PowerPoint presentation on it to the class. The article should relate to a topic we are covering in class at the time of the presentation.

Academic Honesty: Any violation of the UVM Code of Academic Integrity (plagiarism, collusion, cheating or fabrication) in written work or on examinations will be reported to the Center for Student Ethics and Standards (CSES) at The University of Vermont. If you are unfamiliar with this Code, you should carefully review it and be completely familiar with it. (Please see: http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf). It is against the Academic Integrity Code for you to give and/or receive unauthorized assistance on graded assignments (collusion) or to use someone else’s thoughts or words without citation (plagiarism). Any violations of the Code will result in disciplinary action.

Attendance: According to University policy, instructors have final authority to excuse absences. This class is participation intensive. This means that you are expected to attend class. You will earn 2 points per class. You are permitted 3 excused absences for 1 point if you notify me prior to class. In the event of illness or injury requiring extended absence or hospitalization from class, you should see a Student Services staff person in the Dean’s Office. The Dean’s Office will contact your professors about your absences. We will then discuss a make-up plan for missed work.

Blackboard information: It is ESSENTIAL that you regularly use Blackboard to manage the course (point your browser to: bb.uvm.edu and log in using your UVM NetID and password). The syllabus and basic information regarding the semester plan are there as well as important information regarding specific assignments such as the article critique, the literature review project, grading rubrics, etc.

Faculty and student responsibilities: Mutual respect at all times!
We will all engage in the free exchange of ideas, listen attentively and be respectful in language and behaviors to all individuals at all times. Discrimination or unfair biases/stereotypes of any kind are unacceptable except as discussion items aimed at reducing/eliminating these in the larger society. Mutual respect will also be demonstrated by arriving and leaving on time (except when necessary with advanced permission), turning off cell phones and refraining from use of electronics unless it is for authorized reasons.
As a general rule, I will not accept written assignments more than 5 days late (including the due date in the count) unless you and I have worked it out PRIOR to the original due date. Anything late without preapproval will have a late penalty (SEE GRADING PAGE).

**ALL WRITTEN WORK MUST BE TYPED USING 12 POINT TIMES NEW ROMAN FONT.**

1. **CLASS PARTICIPATION AND ATTENDANCE (54 POINTS = 18% of total grade calculation):** Your participation in class discussions is an essential expectation in this course. Most Monday discussions are based on student presentations of research and discussion questions related to the topic for the week. It is especially important that you support your fellow students by being attentive during presentations and actively engaging in discussions related to the student’s presentations. Wednesday discussions are typically based on what you read in the text and the ideas you wrote in your logs. These group meetings can also address your writing projects – a good way to get ideas and feedback! If you must miss a class, you must inform me ahead of time and I’ll take that into account in regard to participation and penalties. PLEASE don't cut class just because something isn’t done yet! I’m willing to negotiate around special circumstances and arrange a makeup schedule, as long as it doesn’t become a pattern of performance.

2. **READING LOGS: A total of 13 reflection logs (5 points each) on the assigned reading (65 POINTS = 22% of total grade calculation):** Each Tuesday, you will submit a reading log on Blackboard covering your own thoughts on the reading assignment for that week. These are your “reflections” on the assigned readings from the text. The logs replace the more traditional major exams or quizzes by asking you to regularly engage with the material in ways that hopefully are more meaningful than cramming or rote memorizing. This also requires you to stay up-to-date with the basic course material.

   ***The log is due on TUESDAY by midnight***

3. **RESEARCH ARTICLE REVIEW (SUMMARY AND CRITIQUE), PRESENTATION & DISCUSSION (72 total points = 24% of total grade calculation: see breakdowns next page):** Starting the third week of class on Monday, research article reviews will be presented and discussed. Each of you will select an article (no more than 3 years old) to summarize and critique in written form (article review) AND present in class.

4. **LITERATURE REVIEW PROJECT (109 POINTS = 36% of total grade calculation) ALL PARTS ARE MANDATORY & CONTRIBUTE TO OVERALL GRADE:** For most of the semester, you will be working on a topic of your choice related to Cognition. This is a review of current literature similar to the standard literature review you would need to do in preparation for proposing and conducting research. The goal of the project is to go beyond the textbook and the single article reviews. The purpose of the literature review paper is to focus on a topic relevant to Cognition of interest to you and to synthesize a variety of source materials on the topic into an original work which compliments and expands our knowledge of Cognition. APA FORMAT IS REQUIRED. There are several parts to this requirement. Your grade depends on the on-time completion of ALL PARTS. Work that does not meet the organizational guidelines below and not in APA format will be returned unread.

   **PART 1. Preliminary Thesis Statement + 6 articles with note-taking templates**
   **PART 2. Synthesis #1 + revised thesis statement + new articles with note-taking templates**
   **PART 3. Synthesis #2 with prospectus/argument and final thesis statement + Project Outline**
   **PART 4. Literature Review Paper**
   **PART 5. Project presentation: All class members are expected to attend the project presentation sessions whether or not it is your scheduled day to present!**
   **PART 6. Process Reflection Literature Review Assignment**

   *The point is to LEARN and HAVE FUN!*
GRADING

NOTE: Assignments more than 5 days late (including due date) will not be accepted
ALL SUBMISSIONS ARE DONE ON BLACKBOARD

54 POINTS (18%)  
**Class Participation and Attendance (required)**  
2 points per class (27 classes), 1 point with prior excused absence from professor UP TO 3.

65 POINTS (22%)  
**A Total of 13 Reflection Logs (5 points each) on the Assigned Reading**  
Late Penalty: The deduction is .5 point for the date due and 1 point for every day after that.

72 POINTS (24%)  
**Research Article Review Paper and Class Presentation**  
1. Research Article Review Paper (2-3 pages) = 45 POINTS (15%)  
   Late Penalty: The deduction is 2.5 points for the date due and 5 points for every day after that.  
2. Class Presentation/Discussion = 27 POINTS (9%)  
   Must be prepared and on time!

109 POINTS (36%)  
**LITERATURE REVIEW PROJECT (all parts are mandatory and contribute to the overall grade):**  
1. PART 1: Preliminary Thesis Statement + 6 articles with note-taking templates = 15 POINTS  
   Late Penalty: The deduction is 1 point for date due and 2 points for every day after that.  
2. PART 2: Synthesis #1 + revised thesis statement + New articles with note-taking templates = 10 POINTS  
   Late Penalty: The deduction is 1.5 points for date due and 3 points for every day after that.  
3. PART 3: Synthesis #2 with prospectus/argument and final thesis statement + Project Outline (also any new articles with note-taking template = 15 POINTS  
   Late Penalty: The deduction is 1.5 points for date due and 3 points for every day after that.  
4. PART 4: Literature Review Paper (include everything from prior packets including feedback sheets) = 54 POINTS  
   Late Penalty: The deduction is 5 points for date due and 10 points for every day after that.  
5. PART 5: Process Reflection Literature Review Assignment = 10 POINTS  
   Late Penalty: The deduction is 1 point for date due and 2 points for every day after that.  
6. PART 6: Project presentation = 5 POINTS  
   Must be prepared and on time!

**GRADES AND POINT VALUES:** Use the appropriate rubric to establish what the expectations are at each of the main point levels. SEE BLACKBOARD FOR ASSIGNMENT GRADING RUBRICS

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<thead>
<tr>
<th>Grade</th>
<th>% of Points</th>
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<tr>
<td>A</td>
<td>93-100</td>
<td>279-300</td>
<td>C</td>
<td>73-76</td>
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<td>A-</td>
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<td>B+</td>
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<td>D+</td>
<td>67-69</td>
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<td>Week</td>
<td>Topic</td>
<td>Reading Due</td>
<td>Writing Due on Blackboard</td>
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<tr>
<td>1. 1/12 &amp; 14</td>
<td>Course Overview Introduction to YOUR Brain</td>
<td>Get Text &amp; set up CogLab 5.0 account</td>
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<td>2. 1/22 (NO CLASS 1/19)</td>
<td>Introduction to Cognitive Psychology Select presentation topics and complete presentation schedule by 1/22</td>
<td>Preface &amp; Chapter 1</td>
<td>Log 1 (No CogLab)</td>
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<td>3. 1/26 &amp; 28</td>
<td>Cognitive Neuroscience Student Presentations</td>
<td>Chapter 2</td>
<td>Log 2 CogLab: Pick the Primary Lab</td>
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<td>Perception Student Presentations</td>
<td>Chapter 3</td>
<td>Log 3 CogLab: Pick one Related Lab Generic REVIEW PAPER</td>
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<td>5. 2/9 &amp; 11</td>
<td>Attention Student Presentations</td>
<td>Chapter 4</td>
<td>Log 4 CogLab: Pick one Primary Lab</td>
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<td>6. 2/18 9NO CLASS 2/16)</td>
<td>Short-Term &amp; Working Memory Student Presentations</td>
<td>Chapter 5</td>
<td>Log 5 CogLab: Pick one Primary Lab Generic REVIEW PART 1</td>
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<td>7. 2/23 &amp; 25</td>
<td>Long-Term Memory: Structure Student Presentations</td>
<td>Chapter 6</td>
<td>Log 6 CogLab: Pick one Primary Lab</td>
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<td>8. 3/2 &amp; 4</td>
<td>SPRING BREAK – NO CLASSES</td>
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<td>9. 3/9 &amp; 11</td>
<td>Long-Term Memory: Encoding and Retrieval Student Presentations</td>
<td>Chapter 7</td>
<td>Log 7 CogLab: Pick one Primary Lab Generic REVIEW PART 2</td>
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<td>10. 3/16 &amp; 18</td>
<td>Everyday Memory &amp; Memory Errors Student Presentations</td>
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<td>11. 3/23 &amp; 25</td>
<td>Knowledge Student Presentations</td>
<td>Chapter 9</td>
<td>Log 9 CogLab: Pick one Primary Lab</td>
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<td>12. 3/30 &amp; 4/1</td>
<td>Visual Imagery Student Presentations</td>
<td>Chapter 10</td>
<td>Log 10 CogLab: Pick one Primary Lab Generic REVIEW PART 3</td>
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<td>13. 4/6 &amp; 8</td>
<td>Language Student Presentations</td>
<td>Chapter 11</td>
<td>Log 11 CogLab: Pick one Primary Lab or any lab you haven't already done</td>
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<td>14. 4/13 &amp; 15</td>
<td>Problem Solving Student Presentations</td>
<td>Chapter 12</td>
<td>Log 12 CogLab: Pick any lab you haven't done yet! Generic REVIEW PART 4</td>
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<td>15. 4/20 &amp; 22</td>
<td>Reasoning and Decision Making Student Presentations</td>
<td>Chapter 13 + Review all your prior logs!</td>
<td>Log 13: Include Chapter 13 plus REVIEW THE SEMESTER – A reflection on the most important things you learned and why…</td>
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<td>16. 4/27 &amp; 29</td>
<td>PART 5: PROJECT PRESENTATIONS</td>
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<td>Generic REVIEW PART 6</td>
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