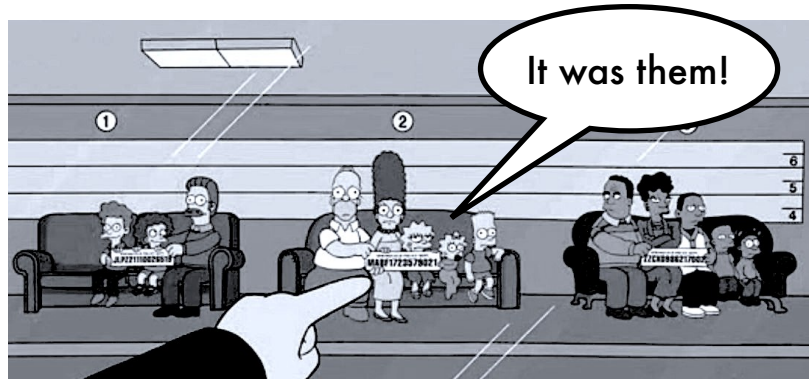


# Cognitive Psychology



## Course Description:

What causes us to make irrational decisions? Where do forgotten memories go? How do we direct our attention? These represent a few of the numerous questions posed by cognitive psychologists.

Cognitive psychology is the scientific study of mental processes. This course will provide an introduction to major areas within the field including: attention, perception, memory, learning, decision-making, etc. We will also connect cognitive psychological findings to other branches of study and real-world issues. To succeed in this course, students should expect to devote an **average** of 4-6 hours/week (excluding class) to read and complete assignments. This class can fulfill the experimental course requirement for Psych. majors, or contribute to the Social Sciences Perspective requirement under the Breadth of Knowledge.

## Learning Objectives - Students Will Be Able To:

- List and describe the key topics, theories, and concepts that define cognitive psychology
- Summarize significant experiments within cognitive psychology—their methods, results, and impact
- Evaluate competing psychological theories
- Apply psychological concepts to the *real world*
- Synthesize findings from cognitive psychology to other domains
- Identify factors that impact attention, recognition, memory, judgment and decision-making

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## The Basics

Cognitive Psychology: PSYC.2780-201  
 Location: O'Leary Library, room 327  
 Tuesdays & Thursdays, 2:00 - 3:15PM  
**Teaching Assistant (T.A.):** Nayantara Kurpad, MS  
 Email: [Nayantara\\_Kurpad@student.uml.edu](mailto:Nayantara_Kurpad@student.uml.edu)  
 Office: Health & Social Sciences Bldg., 346  
 Office Hours: Mondays, 1:30 - 3PM and  
 Wednesdays, 11AM - 12:30PM (or by appt.)

**Professor:** Miko M. Wilford, Ph.D.  
 Email: [Miko\\_Wilford@uml.edu](mailto:Miko_Wilford@uml.edu)  
 Office: Health & Social Sciences Bldg., 393  
 Office Hours: Tuesdays and Thursdays, 12:00  
 - 1:30PM (or by appt.)  
 Office Phone: (978) 934-3975

## Course Materials Information:

Lecture slides, supplemental readings, and assignment information will be available on Blackboard. Please check Blackboard every 1-2 business days for course materials and announcements.

The **required** books for this course are:

- Reisberg, D., (2018). *Cognition: Exploring the science of the mind* (7th Edition). New York, NY: W.W. Norton & Co., Inc.  
ISBNs = hardcover: 978-0-393-66501-7; paperback: 978-0-393-66507-9; E-book: 978-0-393-66505-5
- \*Hacker, D., & Sommers, N., (2000). *A writer's reference* (Eighth Edition). Boston, MA: Bedford-St. Martin's Custom Publishing.  
ISBN: 978-1-319-02520-5; \*if students own an older edition, they can use it in lieu of buying the newest edition, though they will need to find corresponding page numbers.

## Grading Percentages

A	463+ points	93-100%	C	363-382 points	73-76%
A-	448-462 points	90-92%	C-	348-362 points	70-72%
B+	433-447 points	87-89%	D+	333-347 points	67-69%
B	413-432 points	83-86%	D	298-332 points	60-66%
B-	398-412 points	80-82%	F	297 or fewer points	0-59%
C+	383-397 points	77-79%			

\*University policy allows students to receive an incomplete grade (INC) **ONLY** if the student is in good standing but is unable to complete a "final course requirement" for a legitimate reason. The "final course requirement" for this class refers to the **final exam only**.

## Course Assignments\*

4 Exams	200 points (50 points each)	40%
1 Essay (4 Parts)	120 points (10+18+32+60)	24%
4 Review Assignments	80 points (20 points each)	16%
11 Pop Quizzes	100 points (10 points each)†	20%
<b>Total</b>	<b>500 points<sup>^</sup></b>	<b>100%</b>

\*Grade disputes must be addressed within 2 business days (i.e., M-F) of the grade being posted on Blackboard.

†The lowest pop quiz score will be dropped.

<sup>^</sup>Total earned points will also include any earned extra credit—both in-class and (up to) 15 points of supplemental extra credit; those opportunities will be announced in class as they arise.

## Attendance

is not required, but...

1. Exams will include content and examples from class lectures.

Exams will include questions on the lectures and on the reading assignments.

2. There will be eleven quizzes—ten will occur unannounced in class (10 points each). These ten pop quizzes **cannot** be made up.\*

The first pop quiz will be submitted via Blackboard; all other quizzes will be submitted in class. Because there are no makeups, the lowest score is dropped.

3. Five extra credit activities will be administered in class.

Extra credit **cannot** be made up if missed.\*

Each extra credit opportunity will be worth up to 3 points. Because these points are **extra** credit, they cannot be made up. In other words, students are not penalized for missing extra credit opportunities, they are rewarded for being present.

4. The lecture slides are not exhaustive. Slides posted online should be supplemented with notes.

\*In-class points **cannot** be made up for any reason—good or bad. Refer to *Exams/Pop Quizzes* on p. 4 for more information on quizzes

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
Sept 5 (R)	Course Overview & Science of the Mind	*Ch. 1
Sept 10 (T) Sept 12 (R)	Neural Basis for Cognition & Perception Perception & Recognizing Objects	Ch. 2: p. 25-36, 55-60; Ch. 3: 61-64, 70-80 Ch. 3: p. 80-92, 101-105; Ch. 4: p. 107-114; 133-147; Wilford & Wells (2010)
Sept 17 (T) Sept 19 (R)	Paying Attention Exam One Review	<b>"POP" QUIZ 1 DUE</b> ; Ch. 5 † <b>REVIEW 1 DUE</b> (Chapters 1-5)
Sept 24 (T) Sept 26 (R)	<b>EXAM ONE</b> Memory Acquisition & Working Memory	Ch. 6
Oct 1 (T) Oct 3 (R)	Acquisition & Retrieval Overview of Memory Concepts	Ch. 7 Overview of Memory Concepts Outline
Oct 8 (T) Oct 10 (R)	Cognitive Psychology & Education Remembering Complex Events	Roediger et al. (2012); Carpenter et al. (2014) Ch. 8: p. 279-306, 308-322
Oct 15 (T) Oct 17 (R)	<b>NO CLASS: MONDAY CLASS SCHEDULE</b> Exam Two Review	<b>ESSAY PART I DUE</b> (Proposal) <b>REVIEW 2 DUE</b> (Chapters 6-8)
<b>Midterm Grades Posted on Blackboard</b>		
Oct 22 (T) Oct 24 (R)	<b>EXAM TWO - CUMULATIVE</b> Cognitive Psychology & Law, Part I	Wells & Loftus (2003); <i>NY Times</i>
Oct 29 (T) Oct 31 (R)	Cognitive Psychology & Law, Part II Concepts & Generic Knowledge	<b>ESSAY PART II DUE</b> (APA Sources) Ch. 9: p. 323-337, 350-363
Nov 5 (T) Nov 7 (R)	Language Visual Knowledge	Ch. 10: p. 365-382, 392-394, 395-397, 399-409 Ch. 11: p. 411-424, 430-452
Nov 12 (T) Nov 14 (R)	Students Decide - Revisiting A Favorite Exam Three Review	<b>ESSAY PART III DUE</b> (A <i>Writer's Reference</i> Draft) <b>REVIEW 3 DUE</b> (Chs. 9-11); deadline to withdraw (W)
Nov 19 (T) Nov 21 (R)	<b>EXAM THREE - CUMULATIVE</b> Essay Workshopping	<b>Bring</b> a hardcopy of latest (edited) essay draft
Nov 26 (T) Nov 28 (R)	Judgment & Reasoning <b>NO CLASS - THANKSGIVING RECESS</b>	Ch. 12: p. 455-468, 471-480
Dec 3 (T)	Decision-Making	Ch. 12: p. 480-497; Tversky & Kahneman (1974)
Dec 5 (R)	Problem-Solving & Intelligence	Ch. 13: 499-514, 522-530, 533-545
Dec 10 (T) Dec 12 (R)	<i>Turing Test</i> : Is cognition human? <b>CUMULATIVE</b> Review—for [Final] Exam 4	<b>ESSAY PART IV DUE</b> (Final Essay & <b>Optional</b> Essay Checklist) <b>REVIEW 4 DUE</b> (Chapters 12-13)

\*Please note that each reading is aligned to correspond to the day (not the week) that it will be reviewed in class. Reading assignments can be completed either before or after the relevant class—thus, at the latest, they should be completed by the beginning of the class after they are reviewed (e.g., the first reading should be completed by the start of class on Sept. 10th).

†Assignments are also aligned to correspond to the date (not the week) that they are due; for instance, Review 1 (over chapters 1-5) is due Sept. 19th.

## In-Class Expectations:

During course lectures...

1. Cell phones should be silenced and **put away**, and laptops/tablets should be designated only for class tasks.

This expectation is to the benefit of the instructor and the students. Cell phones and web-surfing (of any kind) produce unwanted class distractions.

2. Discussion should be limited to designated discussion times.

Students should always feel free to raise their hands if they have a question or comment rather than attempt to sort issues out directly with their peers.

3. Act in a manner that creates an atmosphere of academic discourse and respect.

The *academic golden rule* is to treat others the way that you would like to be treated, **and** act in a way that maximizes everyone's opportunity to learn.

## Exams/Pop Quizzes

Exams/pop quizzes can include multiple choice, matching, fill-in-the-blank, and short answer/essay questions. Students will be required to complete exams/pop quizzes during the allotted class time, **even** if they arrive late; students will also only be able to answer pop quiz items for which they are present (i.e., be on time).

Pop quizzes will **typically** be testing content from the class that they are administered; however, questions will build on material from previous classes. Pop quizzes **cannot** be made up, but the lowest score will be dropped from the final grade. This drop, along with multiple extra credit opportunities, exist to forestall the penalization of good students for excusable absences (i.e., students are unlikely to be punished for missing 1-2 classes). If a student must miss consecutive classes for good reason (e.g., extended illness), the student should provide official document in a timely manner; in these cases, an alternative assignment will be provided. Students who never miss a pop quiz will earn extra credit points equivalent to their lowest pop quiz score.

**All** exams, including the Final Exam, are cumulative. Exams can only be made up if students have provided official documentation for their absence and made arrangements to make up the exam prior to it being reviewed in class (typically one week after the exam is first administered).

## Assignments - Essay Parts & Reviews

All assignments must be submitted through Blackboard in **Word** format by the due date. If you do not have Microsoft Word, a **free** download is available to all students (<https://www.uml.edu/IT/Services/Software/myoffice-for-students.aspx>). Only assignments submitted in Word format (.doc or .docx) on time will be eligible for full credit. Late assignments will be penalized 10% for each day late. Thus, if the assignment is turned in one day late, the best possible grade will be reduced from 100% to 90%. Assignments later than **FIVE** days will **not** be accepted and will receive a zero. Assignment extensions will be granted in rare cases and will require official documentation (e.g., doctor's note). **All** assignment due dates are clearly provided in this syllabus; students are responsible for planning other commitments accordingly (i.e., work or the completion of other assignments/exams will not be grounds for extensions).

**Essay.** This 3 - 5 page essay will provide students with the opportunity to apply what they have learned to what they are exposed to in the *real world*. The assignment will involve finding a news story, TV show, movie etc. depicting a course-relevant topic, and evaluating its representation of this concept (e.g., accuracies, exaggerations) by reviewing and applying course material and material from external sources. Detailed essay instructions will be available, when appropriate, on Blackboard. The essay is broken into four parts. Part I will require students to compose a 1-page proposal and submit it to *SafeAssign* (via Blackboard). Students will submit an APA-formatted draft of their References section for Part II. Part III will be a full draft of the assignment. Students will have the opportunity to respond to Part III feedback addressing issues in *A Writer's Reference* for 75% of the points lost on Part III. Part IV will be the final essay incorporating all components.

**Reviews.** Reviews will help students prepare for exams by requiring them to incorporate research-supported study methods (i.e., testing) into their exam preparation. Detailed review assignment instructions are available on Blackboard.

## Correspondence & Academic Resources

- The **best** resources for students who have questions are: this syllabus, the FAQs, assignment instructions, and assignment example files. To emphasize this point, students who email questions addressed in these documents, will be politely referred back to the relevant file.
- The easiest way to contact Professor Wilford or Nayantara Kurpad (the T.A.) is by email ([Miko Wilford@uml.edu](mailto:Miko.Wilford@uml.edu) and [Nayantara Kurpad@student.uml.edu](mailto:Nayantara.Kurpad@student.uml.edu), respectively). We will typically respond to course emails within 2 **business** days (i.e., M-F, 9AM-5PM, **excluding** holidays). Students can also stop by Professor Wilford's office hours or make an appointment. Questions or concerns over review assignments, pop quizzes, or extra credit grades should be sent to Nayantara. All other course matters can be addressed to Professor Wilford.
- Course-related materials (e.g., syllabus, lecture notes, supplemental readings, assignment materials, study guides, etc.) and grades will be available on **Blackboard** (<https://lowell.umassonline.net/>)
  - Echo 360 lecture recordings will be available to all students from the Blackboard homepage ("Cognitive Psychology - Echo360 Lecture Recordings"). If the availability of these videos seems to negatively impact attendance, they will be moved to **by request only**.
- Students who feel academically overwhelmed should take advantage of campus resources—the Center for Learning & Academic Support Services (CLASS) is an excellent place to start: <https://www.uml.edu/class/>

### PEANUTS



## Academic Integrity:

Any exam or assignment that shows evidence of plagiarism will receive a 0 and the responsible student will be referred for disciplinary action, as stated here: <https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Academic-Integrity.aspx>. Plagiarism includes, but is not limited to indications that: multiple phrases or references have been copied from a website, textbook, article, peer's work, or other source without appropriate citations, students collaborated on an individual project, a student allowed someone else to copy his/her work, or a paper submitted in another course is used. Students may, of course, use material from lectures and from published or electronic sources, provided that the source is cited in proper APA style. Essay Parts I, III, and IV will be submitted to SafeAssign—a tool that checks for plagiarism via linguistic pattern recognition algorithms.

*Not understanding this policy, or not realizing that plagiarism was committed, will **not** exempt any student from the penalties described above.*

## Accommodations and Support:

- Students who would benefit from writing assistance are encouraged to schedule a **free** tutoring session at The Writing Center, located on the 3rd floor of O'Leary Library (<https://www.uml.edu/Writing-Center/>)
- Students with disabilities can contact the Office for Disability Services ([uml.edu/student-services/Disability/](http://uml.edu/student-services/Disability/))
- Support services are available via the Student Counseling Center ([uml.edu/student-services/Counseling/](http://uml.edu/student-services/Counseling/))
- UMass Lowell is committed to the fair treatment of all its students by faculty, staff, and other students. If students feel they have been unfairly treated, they can read their rights here: <https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Policies/Student-Complaints.aspx>.
- UMass Lowell strives to provide a safe and secure environment for all its students and employees. In an emergency, UMass Lowell police can be reached by dialing x4-2911 or at [police@uml.edu](mailto:police@uml.edu).