Summer 2020: Online PSY 200 Cognitive Psychology Course Syllabus

Instructor Information

Instructor: Carrie Kroger

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Office hours: 1-2pm on Wednesdays and 11am-12pm on Fridays or by appointment.

Time zone: Eastern Standard Time (EST) (UTC – 05:00) – This applies to all assignments and office hours. If you are in a different time zone, it is up to you to account for the time difference to make sure assignments are turned in on time.

Use your MSU email to contact my email address above. Do not send messages through D2L.

I am available for online discussions, questions, and other class-related help. Please email me if you have class-related questions. Do not send me messages through D2L as these will not come to my email inbox. I will check my e-mail intermittently; it is reasonable to assume that I will answer all messages within 24 hours on weekdays and within 48 hours on weekends, unless otherwise acknowledged. However, I reserve the right to not respond to e-mails about assignment requirements that arrive less than 24 hours before the assignment is due.

During office hours, I will reply to your email within an hour. Commonly asked questions might be reposted as a study material for everyone in the class. If you do not want your questions being posted online, please let me know.

Course Materials

Required Textbook: Goldstein, E.B. (2015). Cognitive Psychology: Connecting Mind, Research and Everyday Experience, 5th edition + COGLAB 5 Printed Access Card. [ISBN: 1337408271]

If you have not taken Psychology 101 recently, I also suggest that you order an old version of an Introductory Psychology book to refresh yourself on the background knowledge required for the course.

Honors Option – There is no honors option available for this class.

CogLab Access Code is Required!

Your textbook covers topics that will not be revisited in the online lectures, but will be included on quizzes and exams. It is strongly recommended that you keep up with your reading assignments in addition to completing the online lectures. Because the online lectures attempt to hold your interest and help you integrate the information, they will not always follow the book.

Webpage: As this is an online course, most of the class resources will be posted on the course webpage on D2L. This is where you will find online lecture materials, online discussion groups, interactive activities, and course announcements. Your assignments will be turned in using this website, and all of your assessments (quizzes and exams) will occur on this website. For more information about the online format of this course, please see the section labeled "The Online Nature of this Course".

Course Content

Course description:

Cognitive psychology is a scientific study of the mind as an information processor. Consider the familiar process of meeting a friend for dinner at a restaurant. How do you locate the restaurant when everything is under construction? How do you recognize your friend who is wearing a different style of clothing? How do you read the menu and decide on an entrée, all the while following the conversation with your friend? These tasks involve many of the cognitive processes that we will be studying during this course, such as *attention, perception, memory, problem solving, decision-making, and language comprehension and production*. In order to enhance our everyday understanding of these abilities, we will review current theory and research in cognitive psychology.

Course objectives: When you finish this course you will be able to:

• Explain current theories on attention, perception, memory, problem solving, decision-making, and language comprehension and production within a cognitive psychology framework.

• Given the name of a cognitive psychology theory and a direct question about one of its terms, elements, or principles, you will be able to choose the most accurate answer according to the text or class explanation, and/or recognize which of several real-life situations best illustrates the theory.

• Given an example of cognitive psychology phenomena (ex. Following a conversation while reading a menu in a restaurant), you will be able to correctly name the phenomena from a given list and recognize principles associated with that phenomenon.

• Describe research findings in cognitive psychology and relate those findings to everyday experiences with attention, perception, memory, problem solving, decision-making, or language comprehension and production.

• Given a brief description of an experiment, you will be able to recognize which everyday experience is informed by that experiment's results and recognize major contributions of that experiment to our current understanding of cognitive psychology.

• Given a cognitive psychology principle and an experiment on that principle, you will be able to correctly recognize what sort of results you would expect to find from the experiment.

Methods of Learning the Course Material

Study strategies: Overviews of effective study strategies are presented on pages xxix- xxx and 187-189 of your textbook. All of the strategies presented in this section of your textbook are supported by cognitive psychology research. The underlying theme of these suggestions is that effective learning requires that you are actively involved in studying the material. As stated on these pages, it is important to know what you do and do not know. It is easy to confuse feeling familiar with a concept and true mastery of a concept. *Testing yourself as you study* can help you distinguish between levels of familiarity and mastery. You should test yourself as you study so you know what information you have actually learned (answering the conceptual questions in your textbook is one way of doing this; writing possible exam questions is another).

Reading the textbook: The textbook chapters include several features designed to help you implement good study strategies.

• Chapter Outline: Can be used to help you organize your notes from reading the chapter. When you are reading your text, it is better to summarize what you read in your own words and write your summary down in the margin of your book or in a separate notebook, instead of simply highlighting the text.

• Some Questions We Will Consider: These are some of the main points discussed in the chapter. To prepare for quizzes and tests, make sure you can answer these questions after you have read the chapter.

• CogLab notes in margin: Identifies a description of a cognitive psychology experiment that you can participate in through CogLab. In order to get credit for your participation, make sure that it is one of the experiments listed in the CogLab description in this syllabus.

• Demonstration: Your chance to personally experience the phenomenon described in the chapter. Personal experience is one way to make things more meaningful, and consequently easier to remember. We highly recommend that you take the time to actually do the activity suggested in the demonstration, as you will be more likely to vividly remember the concept later.

• Test Yourself: These are questions located midway through the chapter and at the end of the chapter that you can use to test your own learning of the concepts presented in the chapter. I encourage you to try answering in writing each question, without looking back at the text. The questions that are easy for you to answer you have learned well, while the questions that are more difficult should be reviewed before a quiz or an exam.

• Chapter summary: Summarizes the main points of the chapter. Can be used to review topics before a quiz or an exam.

• Key Terms: Identifies important vocabulary terms which you should know; definitions can be found in the chapter text and in the glossary at the back of the book.

• Think About It & If You Want to Know More: If you find a particular chapter interesting, these are sections that can deepen your knowledge of the chapter material.

Video lectures/Text lectures: In addition to reading each textbook chapter, you are required to watch all video lectures for each week. These short presentations will supplement textbook content and help you to do well on quizzes, exams, and discussions. Note that these video lectures were not created by me, so some questions about specific lecture content may be difficult for me to answer (e.g. questions about examples from his own experiences). **Important: You must have the latest version of Adobe Flash installed to view video lectures!** Some people have also reported browser issues with streaming this content on D2L. If videos do not play, close your browser and try opening D2L in a different browser.

Text lectures summarize content from the chapters and video lectures. These are good study guides for quizzes and exams!

Study time estimate/Workload: In general, the rule of thumb for college courses is to plan on spending 2- 3 hours outside of class studying and working on assignments for every hour spent in class. Since this is an online course, we obviously do not meet in a classroom. However, it is reasonable for you to plan on spending 18-24 hours on coursework *each week*.

Staying on schedule: As a summer course, we will follow a compressed schedule, making it all the more important that you stay on top of assignments—with two chapters covered per week, you can fall behind VERY quickly! Each week's material will become available on Sundays at midnight. This means that you cannot advance more than a week ahead. Remember this if you are planning on being unavailable for long stretches of time during this semester- you will not be able to advance farther ahead, so you may want to reconsider taking this course.

Summer courses are intense but it is amazing what you are able to learn in a short period of time. Taking two online classes at the same time is basically equivalent to a full-time job! Students have done it successfully but it is an intense time commitment.

To help you stay on schedule, **each week has a checklist of activities on D2L** that you need to accomplish, such as reading the textbook, watching lecture videos, reading chapter summaries, taking the chapter quiz, posting discussion responses, etc.

Academic Integrity

Article 2.3.3 of the Academic Freedom Report (www.vps.msu.edu/SpLife/) states that, "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide at http://splife.studentlife.msu.edu/ or the MSU Web site at www.msu.edu.)

Therefore, you are expected to complete all course assignments, including writing assignments, labs, and exams, without improper assistance from any source. Specifically, you may not assist anyone or be assisted by anyone on an exam or assignment. You are expected to develop original

work for this course; you may not submit course work you completed for another course to satisfy the requirements for this course. Your written work for the writing assignments must be your own, and you must cite sources appropriately— otherwise it is plagiarizing. You are not authorized to use the www.allmsu.com website to complete any course work in PSY 200. Contact one of the instructors if you are unsure about the appropriateness of your course work. If you choose to violate MSU rules, you may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. (See also https://www.msu.edu/~ombud/academic-integrity/index.html)

D2L Tracking: Please be aware that D2L tracks all student login information. For example, it tracks when you have logged into D2L and when you have logged out. It also tracks when you begin a quiz and when your quiz is submitted. This is helpful for the instructors because it allows us to resolve issues if there is a problem with the D2L system in terms of logging on and/or gaining access to the various sections of the site. Tracking can also help us resolve disputes about exams and assignments, particularly those that are timed. D2L tracking also can reveal academic misconduct. Of course, professors cannot view the personal content of a student in the "My Content" area of D2L. For example, professors can't see your personal calendar entries!

Limits to confidentiality: Exam questions, discussion questions, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

--Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

--Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and

--Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

The Online Nature of the Course

This course will be held entirely online through the D2L course management system. There will be no face-to-face classes or tests or office hours. You won't need to come to the campus. Each assignment will tell you the D2L method that will be used for submission. Since this course is completely online, you will need to make sure that you will have consistent access to the Internet throughout the course. This course requires a high-speed Internet connection. You also need to be on a computer that allows downloads of free browser plugins so that you can watch movies and listen to interactive activities. A community library would have to have **Adobe Flash** installed, for example, in order for you to see and hear lectures and other content.

If there is a technical problem during an exam or quiz, report it as soon as possible to the MSU Help Line at (517) 432-6200 or (844) 678-6200. They will log the problem and, in turn, report it to us. These technical problems should be reported immediately (maximum within 6 hours). You may also report the problem to one of the instructors (although we are not available 24/7 like the Help Line). If there is a system-wide problem, hearing about what happens from more than one student helps the people at the help line discover what has gone wrong. If it is just a problem with your computer then they can help troubleshoot that issue, too. If we find out a day or two later that there was a problem with a connection then it is difficult to resolve the issue in regard to a particular quiz or exam. Keep the D2L help numbers by your computer in case there is a problem.

Evaluation

Your grade for the class will be compiled from marks on chapter reading quizzes, posts on the discussion forum, participation in group discussions, completion of online CogLab experiments, and two exams.

Assignment	Percent of Grade	Points in D2L
Syllabus Quiz	2%	10 points
Reading Quizzes (12)	24%	10 points * 12 quizzes = 120 points
Topic Discussion (6 posts and 6 responses)	12%	10 points * 6 (posts and responses) = 60 points
Cog Labs (6)	12%	10 points * 6 = 60 points
Midterm	20%	100 points
Final	30%	150 points

Total Percent Earned of Possible Points	Grade
90-100%	4.0
85-89%	3.5
80-84%	3.0
75-79%	2.5
70-74%	2.0

65-69%	1.5
60-64%	1.0
>59%	0.0

Grades will be rounded to the nearest whole percentage point. For example, 89.50% will be rounded up to 90%, but 89.49% will be rounded down to 89%. Having 0.01% difference from 4.0 will not be a sufficient excuse for the instructor to adjust the grade.

Assessments - Quizzes and Exams: These tests will be multiple choice. They are all open book but all work must be completed on your own. There are many questions that will be answered in a short period of time so you must know the material very well even though it is open book. Make sure you stay in the assessment rather than going to different folders in D2L. Although it is open-book it is NOT open D2L-site. That can cause problems in the administration of the assessment itself.

Note that all the time and dates are based in Eastern Time Zone (EST).

Important: Do not open your D2L site in another browser during an assessment.

It might appear to work but D2L lists you as a guest in one site and your responses may not be recorded correctly. Sometimes it alternates the site in which you are a guest and your responses aren't recorded at all.

The online assessment method used in the Psychology Department is one that enhances exam security during online testing. It is called "Single-question, no backtrack". In this type of exam only one question is delivered at a time. A student makes a decision about that question, answers the question, and submits it. Then the next question is presented. It is not possible to go back to previous questions. Instructors can ask questions knowing that a question "gives away" the answer to a previous question. Of course, this could never happen on a regular paper-and-pencil test.

This method requires a different strategy for test taking. You may have learned to answer all the questions that you know and then go back to the others. This strategy is not possible in a single-question, no backtracking testing method. On the other hand, since this course uses open-book testing, many students find that those questions about which they had doubts are the ones that they want to look up in the book. They can take a quick look to refresh their memories and then proceed with confidence.   If single-question, no backtrack, open book testing sounds like a method with which you will be comfortable, this online psychology class is probably a good fit for your assessment style.

Syllabus quiz: You will take this quiz after you read this syllabus carefully. It is due by 9pm (EST) on Thursday, May 14. The syllabus quiz is designed to ensure that you understand the structure of this course.

Reading quizzes: You will take a quiz for each chapter in this course. All material presented in the textbook and in that chapter's online lecture could be on the quiz. Quizzes are due by 9pm on

Thursdays and 9pm on Sundays each week. You will have 45 minutes to complete the quiz once you begin. After this time is up, you will be prevented from making further changes.

Exams: The midterm exam will be open for 30 hours from 3:00 pm Monday, June 1 until 9:00 pm Tuesday, June 2. The midterm exam will cover textbook and lecture materials and CogLabs from Chapters 1-7. The final exam will be open for 30 hours from 3:00 pm Wednesday, June 24th until 9:00 pm on Thursday, June 25. The final exam is cumulative, meaning all material covered in the assigned textbook reading and online lectures and CogLabs could be on the assessment, although the majority of the material will be from Chapters 7-12. You will have 120 minutes to complete each exam.

Exam make-up policy: Observing a Religious Holiday

You may make up coursework missed to observe a religious holiday—however, you MUST make arrangements one week <u>in advance</u> with the instructor if you plan to do this. As soon as possible, look over the exam dates and see if they fall on the 30-hour span of one of these days. The other assignments are open for longer and should be OK.

CogLab Experiments: You will be completing 6 CogLabs. There will be a short quiz associated with each CogLab that will be due each Week on Sunday at 9pm. You will have 45 minutes to complete the quiz once you begin. After this time is up, you will be prevented from making further changes. Create your CogLab account BEFORE the first CogLab is due

CogLab Name	Due Date
Brain Asymmetry	May 17
Visual Search	May 24
Encoding Specificity	May 31
False Memory	June 7
Word Superiority	June 14
Wason Selection Task	June 21

Topic Discussion Posts: For each week of class, there will be a discussion question posted in the discussion forum. You are expected to post one thoughtful response to each prompt. Your posts will be evaluated on a no-credit/credit basis. You will not receive credit for missing posts, posts that do not use complete sentences, posts that contain more than two spelling or grammatical errors, or posts that do not answer the question posed for that particular chapter. Posts that answer all parts of the question in a clear and coherent manner will receive credit. Discussion forum posts are due by 9pm on Thursdays each week.

After you post your own response, you will be able to see your group members' posts. You need to respond to two of your group members' posts with feedback, suggestions, questions or comments. Your responses will be due at 9pm on Sundays each week. You will need to make two responses to receive credit.

Each of your original posts is worth half of your topic discussion grade for that week and your responses are worth the other half.

Course Timeline

The course begins on May 11, 2020 (Monday) and ends on June 25, 2020 (Thursday).

The Academic Calendar listing important dates may be found at
http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp

Class Schedule

Week (Monday-Sunday)	Chapters	Class 1 (due Thursdays 9pm)	Class 2 (due Sundays 9pm)
1 *May 11 to 17*	1-2	Syllabus quiz Ch.1 quiz Topic Discussion Post	Ch.2 quiz Topic Discussion Responses CogLab 1
2 *May 18 to 24*	3-4	Ch.3 quiz Topic Discussion Post	Ch.4 quiz Topic Discussion Responses CogLab 2
3 *May 25 to May 31*	5-7	Ch.5 quiz Topic Discussion Post	Ch.6 and 7 quiz Topic Discussion Responses CogLab 3
4 **Midterm Exam** (June 1st to 2nd) *June 1 to 7*	8-9	Ch.8 quiz Topic Discussion Post	Ch.9 quiz Topic Discussion Responses CogLab 4
5 *June 8 to 14*	10-11	Ch.10 quiz Topic Discussion Post	Ch.11 quiz Topic Discussion Responses CogLab 5
6 *June 15 to 21*	12-13	Ch.12 quiz Topic Discussion Post	Ch.13 quiz Topic Discussion Responses CogLab 6
7 **Final Exam** (June 24th and 25th) *June 22 to 25*		Exam Review	

A Typical Week:

- Course material releases on Sunday, 12am (midnight)
- Reading quiz and topic discussion post due on Thursdays
- Reading quiz, topic discussion responses, and CogLab quiz due on Sundays
- (Not required) Digital office hours on Wednesdays and Fridays
- Non-typical weeks: Syllabus quiz (week 1), Midterm exam (week 4), and Final exam (week 7)