

9-2013

# PSYX 280.01: Fundamentals of Memory and Cognition

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PSYX 280: Fundamentals of Memory and Cognition (Fall, 2013)  
M/W/F 11:10am - 12:00pm, CHEM 123

Course description: This course is an introduction to basic concepts of cognitive psychology; areas of perception, attention, memory, general knowledge, categorization, decision making, etc.

Instructor: Yoonhee Jang, [yoonhee.jang@umontana.edu](mailto:yoonhee.jang@umontana.edu) (the **BEST** way to contact)

Office/office hours: Skaggs Building (SB) 205, Th/F 3:15–4:15pm or by appointment

Textbook: Galotti, K. M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4<sup>th</sup> Ed.). Thomson/Wadsworth, ISBN 0-495-09963-5; available at the bookstore

Accommodation of students with disabilities: Students with disabilities will receive reasonable modifications in this course. Your responsibilities are to request them from me with sufficient advance notice, and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/disability>.

Where to find class materials: <http://moodle.umt.edu>

What to bring:

1. We will often perform some fundamental, interesting, cognitive experiments. Bring a piece of paper and a pen/pencil with you; and wear glasses/contacts if needed – Do not miss out on the fun!
2. Bring **PSYCHOLOGY scantrons and a #2 pencil** with you for quizzes and exams.

What you can expect from me:

1. be prepared to teach the appropriate material in a manner that is organized and clear.
2. attempt to answer any questions you have. If I do not know the answer to a question, I will attempt to find it outside of class.
3. prepare tests that are a fair evaluation of what you are expected to know.

What I expect from you:

1. be respectful of everybody in the classroom. Do NOT engage in behaviors that will disrupt class, interfere with the learning of other students, or distract me from teaching (e.g., talking,

coming late or leaving early **consistently**, having cell phones on, etc.). A failure to meet this expectation will result in you being dismissed from the class.

2. ask questions whenever needed. Simply raise your hand if you have something to share. You are welcome to stop by my office at the office hours bringing any questions. Please speak with me privately if you are being disturbed or encounter unanticipated difficulties in class.
3. comply with the Academic integrity policy and honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

e.g., IV-A. Academic Misconduct (refer to pages 6-7)

**2. Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student or collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.

**3. Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.

4. do not apologize for missing classes. Just be responsible for the consequences. You are expected to collect missing information from your classmates. I will not check your attendance, but attending every class meeting is very important not only for you not to lower your grade but also for you to obtain information and knowledge on course materials.

Grading: Grades will be rounded to the nearest whole %.

e.g., if raw score=89.4xxx%, then grade=B; if raw score=89.5xxx%, then grade=A.

(fill in the blank) if your score is 89.49%, then your grade is \_\_\_\_\_, and if 89.50%, then \_\_\_\_\_.

|        |   |        |   |        |   |
|--------|---|--------|---|--------|---|
| 90%=<  | A | 80-89% | B | 70-79% | C |
| 60-69% | D | =<59%  | F |        |   |

Make sure that I am not giving you a grade: You are earning YOUR grade.

Final grades will be based on the following (the total % is 106, which is greater than 100!);

Quizzes: 6% (= 3 × 2%). There will be 3 short-answer quizzes. Each will cover materials from the textbook and lectures since the last quiz or exam, occurring at the end of the class period and taking approximately 10 minutes to complete. The questions will consist of true-false, multiple-choice, and matching questions. Note that the total % is 106 (which is greater than 100), and so

**NO make-ups will be given.** **The ONLY exception** is for absences due to university-sponsored events (i.e., choir, band, sports, etc.): you **MUST** have an official letter/document in order to reschedule, **AND** you **MUST** reschedule the quiz well **IN ADVANCE** (**if you fail to do so, there will be NO make-ups at all**).

Midterm exams: 60% (= 2 × 30%). There will be 2 midterm exams. Each will cover everything from the textbook and lectures **since the last exam**. It will take the entire class period to complete. The questions will consist of true-false, multiple-choice, and matching questions.

Final exam: 40%. The final exam will be **comprehensive** across all materials covered in the course, consisting of true-false, multiple-choice, and matching questions.

Make-up exam policy: Exams (**NOT quizzes**) can **ONLY** be made up with a documented absence for University sanctioned reasons (such as illness and family emergency): you will not be considered for a makeup exam for your family reunion, vacation, etc. **If for some emergency you must miss an exam, you should contact the instructor via email BEFORE the test takes place.** **The document should fully provide the information about the absence and be handed in by the next class meeting of the missing exam.**

Learning outcomes:

Although there are some differences across chapters, to a greater or less extent, every chapter basically asks you to understand (1) **psychological constructs/cognitive phenomena and tasks** (e.g., attention and dichotic listening task for chapter 4); (2) different **theories, models, or views to account for the relevant cognitive phenomena** (e.g., the modal model of memory for chapters 5 and 6); and (3) various **experiments (logic, procedure, method, and results) to investigate the relevant cognitive phenomena** (e.g., mental rotation experiments for chapter 9).

Ch. 1: Know the definition of cognitive psychology (history, methods, and paradigms)

Ch. 2: Know function of the brain

Ch. 3: Know the visual system and understand how to perceive (visual) stimuli

Ch. 4: Know what attention is and understand logic of each attention theory and experiments

Ch. 5: Know short-term memory and working memory and understand various experiments

Ch. 6: Know long-term memory and understand various experiments

Ch. 7: Know what general knowledge is and understand logic of each semantic memory model

Ch. 8: Understand each view of concepts and categorization

Ch. 9: Understand various experiment of visual imagery

Ch. 13: Know decision-making biases

By September 16 (M), you can withdraw from this course on cyberbear.

Schedule of classes: **subject to changes by instructor! (NO class on M; 11/25)**

| Date                   | Topic   | Readings           |
|------------------------|---|--------------------|
| M; 8/26                | Memory and Cognition: Let's get the ball rolling! |                    |
| W/F; 8/28, 30          | History / Methods / Paradigms                     | Ch.1 (pp.2-32)     |
| W/F; 9/4, 6            | Function of the Brain                             | Ch.2 (pp.41-52)    |
| M/W/F; 9/9, 11, 13     | Perception  | Ch.3 (pp.56-78)    |
| M/W; 9/16, 18          | Perception  | Ch.3 (pp.79-100)   |
| F; 9/20                | Attention / <b>Quiz 1 (Ch.1-3)</b>                | Ch.4 (pp.104-115)  |
| M/W/F; 9/23, 25, 27    | Attention   | Ch.4 (pp.115-134)  |
| M/W; 9/30, 10/2        | Attention   | Ch.4 (pp.135-146)  |
| F; 10/4                | <b>Exam 1 (Ch.1-4)</b>                            |                    |
| M/W/F; 10/7, 9, 11     | Sensory and Short-term memory                     | Ch.5 (pp.149-162)  |
| M/W; 10/14, 16         | Short-term memory                                 | Ch.5 (pp.162-179)  |
| F; 10/18               | Long-term memory / <b>Quiz 2 (Ch.5)</b>           | Ch.6 (pp.183-194)  |
| M/W/F; 10/21, 23, 25   | Long-term memory                                  | Ch.6 (pp.194-207)  |
| M/W/F; 10/28, 30, 11/1 | Long-term memory                                  | Ch.6 (pp.207-227)  |
| M; 11/4                | <b>Exam 2 (Ch.5-6)</b>                            |                    |
| W/F/W; 11/6, 8, 13     | General knowledge                                 | Ch.7 (pp.234-264)  |
| F/M/W; 11/15, 18, 20   | Concepts  | Ch.8 (pp.267-290)  |
| F/M; 11/22, 12/2       | Visual imagery                                    | Ch.9 (pp.295-324)  |
| W; 12/4                | Decision making / <b>Quiz 3 (Ch.7-9)</b>          | Ch.13 (pp.459-481) |
| F; 12/6                | Decision making / Review                          | Ch.13 (pp.459-481) |
| <b>M; 12/9; 8-10am</b> | <b>Final exam (Ch.1-9, 13)</b>                    |                    |