

1-2014

PSYX 280.01: Fundamentals of Memory and Cognition

Yoohee Jang

University of Montana - Missoula, yoonhee.jang@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Jang, Yoohee, "PSYX 280.01: Fundamentals of Memory and Cognition" (2014). *Syllabi*. 2422.
<https://scholarworks.umt.edu/syllabi/2422>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

PSYX 280: Fundamentals of Memory and Cognition (Spring, 2014)

M/W/F 9:10am - 10:00am, 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 (the **BEST** way to contact)

Office/office hours: Skaggs Building (SB) 205, T/Th 3:30–4:30pm or by appointment

Textbook: Galotti, K. M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4th 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 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.

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 as well as from Moodle. 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:

quizzes	3% ($= 3 \times 1\%$)	NO make-ups!
midterm exams	60% ($= 2 \times 30\%$)	
final	40%	Comprehensive
experiment participant	up to 4%	Extra credit: <u>by 9:10am, Friday, 5/9/2014</u>
total	up to 107%	

Quizzes: 3% ($= 3 \times 1\%$). 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 107 (which is greater than 100), 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% ($= 2 \times 30\%$). 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.

Experiment participation: up to 4% extra credit. By choosing to participate in Psychology experiments, you may receive up to 4 credit points. One experiment credit point is equivalent to 1%. Visit the department webpage, <http://cas.umt.edu/psychology/Undergraduate/default.php>, and then click on **"SONA Research Participation"** to learn how to participate in Psychology experiments. To receive the extra credit, you should earn up to 4 credit points from Psychology experiments for **PSYX 280 by 9:10am** (before the class begins), **Friday, 5/9/2014**.

If you are under 18 or you would not like the experiment participation, you may read and summarize up to 4 different research articles (one paper is equivalent to 1%). Your summary must be submitted **by 9:10am** (before the class begins), **Friday, 5/9/2014**.

Only hard copies are allowed: **NO email attachment will be accepted**.

Choose up to 4 different articles in the references of the textbook (pp. 629-659), or those which have been discussed in class.

To get these articles, go to UM's library, <http://www.lib.umt.edu/research>, and click on "Database A-Z list" → "p" tab → "psychinfo".

At the top of the page, provide the article title, authors, and journal names (also do NOT forget your name, student ID, and course, PSYX 280). Then, provide your summary, which should contain a minimum of 300 words; and consist of (1) research goals; (2) methods; and (3) results and what you have learned. Do the same things for each of up to 4 research articles.

Your summary should be written in complete, grammatically correct sentences without spelling errors. Do NOT plagiarize! Students found to have committed plagiarism will NOT be given any points. Additional sanctions, per the student code, may also be enforced.

NOTE that you can choose ONLY one of the two options: You CANNOT choose/mix both to earn up to 4% extra credit (i.e., either earning up to 4 experiment credit points or summarizing up to 4 research articles). There will be NO opportunity to make up failing participation/summary beyond that date.

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

Schedule of classes: **subject to changes by instructor! (NO class on F, 3/28)**

Date	Topic	Readings
M; 1/27	Memory and Cognition: Let's get the ball rolling!	
W/F; 1/29, 31	History / Methods / Paradigms	Ch.1 (pp.2-32)
M/W; 2/3, 5	Function of the Brain	Ch.2 (pp.41-52)
F/M/W; 2/7, 10, 12	Perception	Ch.3 (pp.56-78)
F/W; 2/14, 19	Perception	Ch.3 (pp.79-100)
F; 2/21	Attention / Quiz 1 (Ch.1-3)	Ch.4 (pp.104-115)
M/W/F; 2/24, 26, 28	Attention	Ch.4 (pp.115-134)
M/W; 3/3, 5	Attention	Ch.4 (pp.135-146)
F; 3/7	Exam 1 (Ch.1-4)	
M/W/F; 3/10, 12, 14	Sensory and Short-term memory	Ch.5 (pp.149-162)
M/W; 3/17, 19	Short-term memory	Ch.5 (pp.162-179)
F; 3/21	Long-term memory / Quiz 2 (Ch.5)	Ch.6 (pp.183-194)
M/W/M; 3/24, 26, 4/7	Long-term memory	Ch.6 (pp.194-207)
W/F/M; 4/9, 11, 14	Long-term memory	Ch.6 (pp.207-227)
W; 4/16	Exam 2 (Ch.5-6)	
F/M/W; 4/18, 21, 23	General knowledge	Ch.7 (pp.234-264)
F/M/W; 4/25, 28, 30	Concepts	Ch.8 (pp.267-290)
F/M; 5/2, 5	Visual imagery	Ch.9 (pp.295-324)
W; 5/7	Decision making / Quiz 3 (Ch.7-9)	Ch.13 (pp.459-481)
F; 5/9	Decision making / Review	Ch.13 (pp.459-481)
Th; 5/15; 10:10-12:10	Final exam (Ch.1-9, & 13)	