

1-2015

## PSYX 565.01: Advanced Cognition

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## Psyx 565 – Advanced Cognition

Spring, 2015

### Course Location and Time

Skaggs Building (SB) 303  
Tuesday 3:10 – 6:00 pm

### Instructor Information

Instructor: Yoonhee Jang, Ph.D.  
Email: [yoonhee.jang@umontana.edu](mailto:yoonhee.jang@umontana.edu) (the **BEST** way to contact me)  
Office: SB 205  
Office hours: Thursday 3:30 – 5:00pm or by appointment

### Textbooks

Revlin, R. (2013). *Cognition: Theory and Practice*. Worth Publishers. ISBN 978-0-7167-5667-5  
Reisberg, D. (2013). *Cognition: Exploring the Science of the Mind* (5<sup>th</sup> Ed.). W.W.Norton & Company. ISBN 978-0-393-92176-2  
Goldstein, E. B. (2011). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (4<sup>th</sup> Ed.). Cengage Learning. ISBN 978-1-285-76388-0  
Reading articles (see below)

### Course Guidelines and Policies

#### Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

#### Class Materials

Class materials can be found on [Moodle](#).

#### Academic Misconduct

All students must practice academic 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](#).

#### Grading

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

=<59% F

**Final Grades will be based on the following:**

Component	Percentage	Note
Summary Textbook chapters Reading articles	5% 20%	Hand in hard copies.
Presentation Reading articles Final research	25% 20%	Provide your presentation through computer projector.
Research proposal	25%	Send your paper <b>via email</b> by noon, 12pm, 5/5
Class participant & discussion	5%	

- Summary: textbook chapters and reading articles**

Do not feel the need to be excessively wordy, but on the other hand, be reasonably complete. For each, I would imagine the typical summary (per chapter / reading article) might be 1-2 single-spaced, one inch margins all around, pages; however, I have no specific page requirement in mind. You may want to use tables, figures, flowcharts, etc..
- Presentation: reading articles and research proposal**

Reading article presentation: Each student will lead presentation of background material or recent research during 4 class meetings. Presenters should use computer projector (e.g., power point slides) to provide an overview of the readings for 20-30 min. It is not expected that the presenters will understand every aspect of the readings, but rather enough to lead class discussion. Towards that end, prepare discussion questions.

Final research presentation: The last two classes will be devoted to 30-35 min student presentations based on your research proposal (see below). This will allow others to benefit from your research and you to benefit from everyone’s feedback before you complete the final draft. You should provide your presentation through computer projector.
- Paper: research proposal**

Each student is required to submit a 10-12 page (excluding title page, abstract, and references: see below) research proposal. The proposal can address any one (or a combination) of the main topic areas covered in the course and/or textbooks. The proposal must be in [APA style](#) and include the following sections: title page, abstract, introduction, method, expected results, discussion and references. The proposed research must make a contribution to the existing research literature: you must propose a study that has not already been conducted. Also, the proposed research must be experimental or quasi-experimental (not correlational) studies. I will meet with you about your paper when you give me a paragraph describing your topic, and tentative bibliography and title (before then, feel free to make an appointment for additional meetings).
- Class participation and discussion**

I expect to hear at least one question (to presenters or anybody in class) or comment from each of you at every class meeting. Note that participation points will reflect the quality of discussion, rather than the quantity.

## Course Schedule

Schedule of classes: subject to changes by instructor

Week	Date	Topic	Textbooks	Readings / Presenters (TBA)
1	1/27	Introduction		
2	2/3	Metacognition: the delayed-JOL effect		
3	2/10	Memory and metamemory in patients and older adults		
4	2/17	Metacognitive control		
5	2/24	Learning & LTM: the testing effect	Revlín: Ch.6 (pp.152-167) Reisberg: Ch.6 Goldstein: Ch.6	
6	3/3	Accuracy and confidence; Reconstructive memory	Revlín: Ch.6 (pp.168-182) Reisberg: Ch.7 Goldstein: Ch.7-8	
7	3/10	Cognition & Emotion		
8	3/17	Individual meetings: paper outline ( <b>via email</b> ) by 9:30am		
9	3/24	STM & WM	Revlín: Ch.5 Reisberg: Ch.5 Goldstein: Ch.5	
10	4/7	Perception	Revlín: Ch.4 Reisberg: Ch.3 Goldstein: Ch.3	
11	4/14	Attention & Consciousness	Revlín: Ch.3 Reisberg: Ch.4 Goldstein: Ch.4	
12	4/21	Research presentation I		
13	4/28	Research presentation II		
14	5/5	Review, discussion, and applications: final paper ( <b>via email</b> ) by noon – Early submission is encouraged.		